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ABSTRACT

This Curriculum Guide for Guidance is an attempt to provide a structure for a Sequential instructional and information system in guidance. Upon implementation of these aspects of the guidance and counseling program within the school setting, individualized attention can be given to each student in meeting his unique needs, relating the acquired knowledge to his particular problems and plans, as well as filling the gaps with additional supportive assistance. This guide is designed specifically for the intermediate grades and provides guidance knowledge content in the areas of self-appraisal, occupational explorations, and educational planning. A curriculum task force has taken these three instructional areas and developed them into learning packets to meet the need for individualization of instruction. Each packet identifies a key idea to be learned along with a learning objective written in behavioral terms. Learning activities are suggested to the student for attainment of the objective. Outlines for discussion topics and group activities are also provided for the teacher. (RK)

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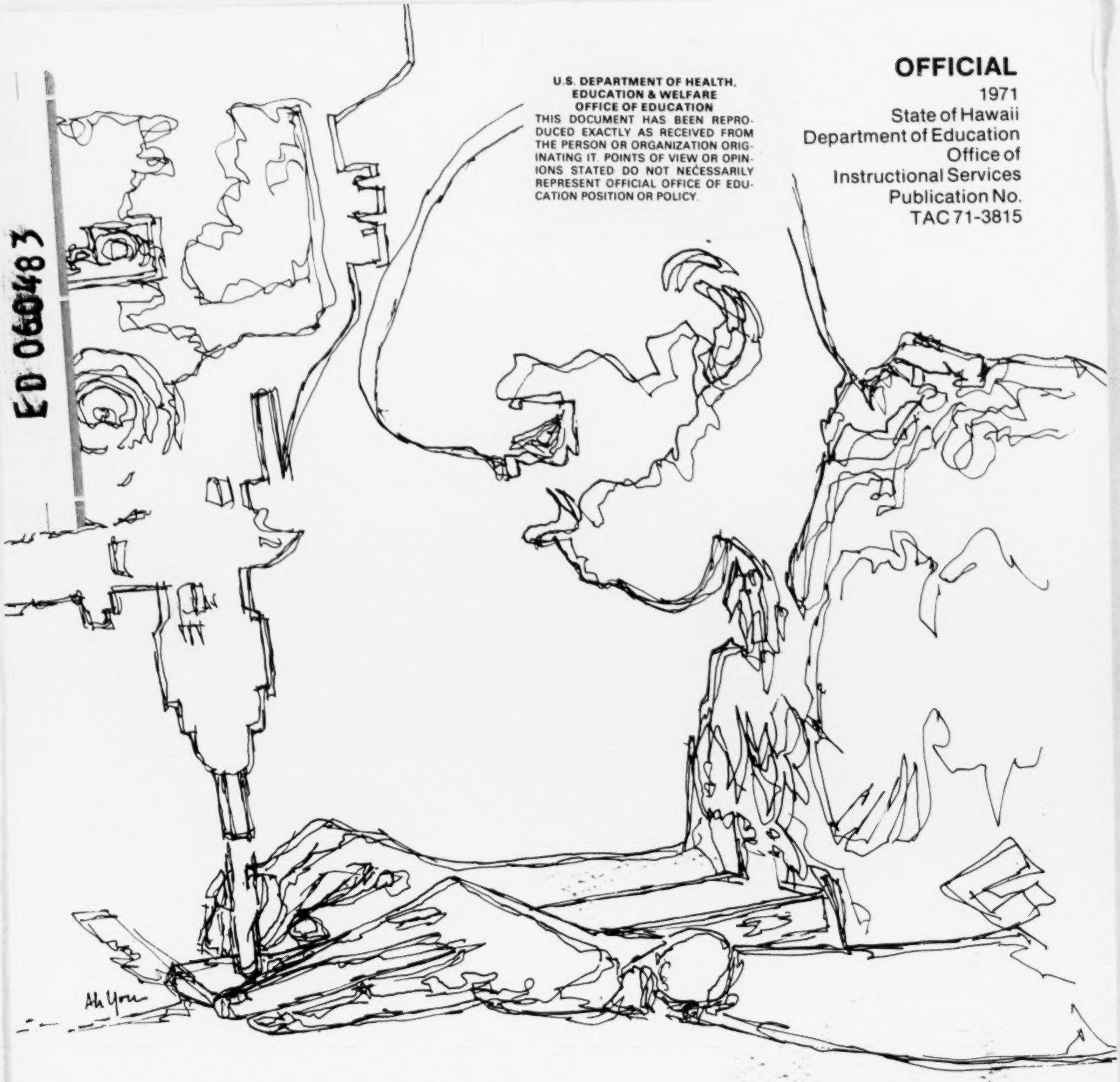

Guidance Curriculum Guide: Career Development Intermediate Level

CG 006 999

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Guidance Curriculum Guide: Career Development Intermediate Level

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FOREWORD

The Foundation Program for the Public Schools of Hawaii emphasizes the importance of the Guidance and Counseling Program as a basic component for meeting the unique needs of students. In its broad context, Guidance and Counseling include planned instruction, a broad array of sources of information, and a wide spectrum of services. The comprehensive nature of the Guidance and Counseling Program demands the involvement of the entire professional staff at the school level, professional counselors, teachers, and administrators; district support staff, including the recently-formed diagnostic teams; and the many other governmental and private resources.

This Curriculum Guide for Guidance is an attempt to provide a structure for a sequential instructional and information system in guidance. Upon implementation of these aspects of the guidance and counseling program, individualized attention can be given to each student in meeting his unique needs, relating the acquired knowledge to his particular problems and plans, as well as filling the gaps with additional supportive assistance.

A required semester's course in guidance, presently called "Career Development," is designated as an instructional offering at the intermediate level. Implementation of this course, beginning in 1972-73, will be dependent upon availability of funds.

This Guide has been developed under the direction of the Guidance Program in this Office of Instructional Services. It was prepared by a guidance curriculum task force at Jarrett Intermediate School, chaired by Mr. Herbert T. Imanaka, principal. This final copy represents a year of field testing at that school and includes constructive criticisms from teachers, counselors, and administrators to an earlier draft copy.

Shiro Amioka

SHIRO AMIOKA
Superintendent

TO THE TEACHER

This Career Development Curriculum Guide for intermediate grades provides guidance knowledge content in the areas of Self-Appraisal, Occupational Explorations, and Educational Planning.

Research has shown that student maturation and development toward educational-vocational decision making, which does proceed in an orderly and somewhat predictable fashion, does not advance at the same rate for all students. Guidance is an area which blends well with the trend towards individualization of instruction.

A curriculum task force has taken major concepts in the three instructional areas and developed these into learning packets to meet the need for individualization of instruction. Each packet identifies a key idea to be learned along with a learning objective written in behavioral terms. Learning activities are suggested to the student for attainment of the objective. Each packet suggests a quest activity for students who may be motivated to study a topic in greater depth.

Although the students spend more than half of their time working on packets of their own choosing, of no less importance are the discussion activities. Outlines for discussion topics are provided in this guide to assist the teacher in this phase of classroom instruction. Suggestions for the conduct of small group discussions are found in the appendix section.

Any effort to individualize instruction calls for an instrument to diagnose and assess student achievement level and progress. For this purpose a pre and post course test was devised and made a part of the appendix section in this guide. The appendix also contains a form used by the students to chart their own progress in this class.

OVERVIEW OF THE GUIDANCE PROGRAM

Definition of Guidance

"Guidance is that part of the total educational program designed to foster maximal development of individual potentials through providing school-wide assistance to youth in the choices, decisions, and adjustments each must make as he moves toward maturity."[1]

Goal of Guidance

Guidance seeks to help the individual to: 1) Achieve personal success physically, emotionally, and socially, and 2) Achieve academic success and success in educational and career planning.

General Objectives of Guidance[2]

The major categories of guidance objectives are indicated below and relate to the primary guidance developmental needs of students - educational, vocational, and social.

1. Perceptualization Objectives - The development of knowledge and skills in and awareness of selected aspects of the environment and self, needed by the individual in making educational, vocational, and social decisions and in coping with the demands of his school and social environment.

   a. Environmental Orientation - Knowledge and understanding of educational, vocational, and social opportunities, requirements, and expectations.

   b. Self Orientation - Knowledge and understanding of abilities, limitations, identities, feelings, and motivations relevant to educational, vocational, and social development.

2. Conceptualization Objectives - The process of analyzing relationships, making predictions, evaluating consequences, and taking action relevant to educational, vocational, and social goals. The emphasis is on action based upon relationships between perceptions of self and perceptions of environment.

   a. Directional Tendencies - Formulation of choices, decisions, and plans which the individual is expected to make in ordering the course of his educational, vocational, and social growth. Development of interests and value attachments in moving towards these goals.

   b. Adaptive and Adjustive Behavior - Development of ability and skills to cope with environmental conditions and in the solution of problems arising from the interaction of the individual with his environment. Adaptive behavior refers to ability to manage and control environmental conditions while adjustive behavior refers to individual ability to modify behavior to meet environmental demands.

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[1] Iowa State Department of Public Instruction, Guidance Services, Suggested Policies for Iowa Schools, 1963, Des Moines, Iowa. p 1.

[2] From Frank E. Wellman, Criteria Variables for the Evaluation of Guidance Practices, A Taxonomy of Guidance Objectives, 1969, Columbia, Missouri, University of Missouri, Mimeographed.

3. Generalization Objectives - The development of a behavior pattern which shows consistency, commitment, effectiveness, and autonomy.

   a. Accommodation - Ability to solve problems and cope with environmental demands with consistency and minimum conflict.

   b. Satisfaction - Individual's adjustment, choices, decisions, and plans are congruent with his personal adequacy, expectations, and his perceived ideal life style.

   c. Mastery - Congruence of individual's expected or predicted achievement with actual achievement.

Description of Guidance

Guidance is a program of school-wide assistance to all students and is developmental, beginning in the kindergarten and extending through high school. The assistance provided to students is not a single or a special event in the student's school experiences. Rather, guidance is continuous, sequential, and cumulative assistance.

Developmental guidance is primarily concerned with the full development of potentials of each student and with fulfillment of his normal developmental tasks and needs. Secondarily, it focuses on remediation and prevention.

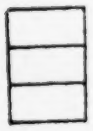
Guidance cannot be carried on solely by specialists in guidance. It is a cooperative team effort of administrator, counselor, teacher, and support personnel. The classroom teacher, being in daily contact with students, serves as a first-level counselor. The counselor provides specialized counseling assistance to the student and consultative support to the teachers.

The guidance program consists of guidance instruction and information and counseling on an individual or group basis.

To develop the total individual, the Guidance Program provides information and instruction to all students concerning their physical-mental health-social development and their educational-career development. This information and instruction is further supported with counseling services for all students utilizing school and community resources. Thus, through a program of instruction and counseling services all students are helped to integrate the intellectual, emotional, physical, and social aspects of their personality, to adjust to one another, to adults, and to the environment, to achieve academically, plan adequately for the future, and carry out formulated plans.

The guidance instructional program is conducted by classroom teachers as an integral part of the instructional program through formal guidance courses or by integration into the on-going academic curriculum. The counselor supplements classroom guidance instructional activities with scheduled guidance informational activities through small and large group discussions.

Self Appraisal
Occupational Exploration
Educational Planning



DISCUSSION TOPIC/QUESTIONS: Orientation for Students
3 to 4 days

OUTLINE — REFERENCE

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2. Organization of guidance program
3. Course description
4. Program of study

   Getting acquainted with the individualized program
5. Testing and self-appraisal folder
6. Use of materials - by categories and identification number
7. Organization of classroom activities - different areas

   Listening posts, filmstrip viewers, reading materials, tape and filmstrip cabinets, learning packets, discussion group areas
8. Use and care of equipment - proper handling of all equipment in the room

   Cassette recorders, cassette players, filmstrip viewers
9. Policies and routine procedures of classroom

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REFERENCE LISTING:

1. Lifton, Walter M., Keys to Vocational Decisions, Chicago, Science Research Associates, Inc. 1964.

2. Gibson, Robert L. and Higgins, Robert E., Techniques of Guidance, Chicago, Science Research Associates, Inc. 1966.

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   b. Overcoming social and emotional problems

REFERENCE LISTING:

1. Lifton, Walter M., Keys to Vocational Decision, Chicago, Science Research Associates, Inc., 1964.

2. Gibson, Robert L. and Higgins, Robert E., Techniques on Guidance, Chicago, Science Research Associates, Inc., 1966.

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REFERENCE LISTING:

1. Baer, Max F. and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc. 6

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REFERENCE LISTING:

1. Lifton, Walter M., Keys to Vocational Decisions, Chicago, Science Research Associates, Inc., 1964.
2. Baer, Max F. and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.
3. Wren, C. Gilbert, Hein, Reinhard G., Schwarzrock, Shirley, Planned Group Guidance, Minneapolis, American Guidance Service, Inc. 1961.

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REFERENCE LISTING:

1. Baer, Max F., and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

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c. Reconstruction and helping underdeveloped nation

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REFERENCE LISTING:

1. Baer, Max F., and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

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   b. Psychological and social satisfactions
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REFERENCE LISTING:

1. Humphreys, J. Anthony, Traxler, Arthur E., and North, Robert D., Guidance Services, Chicago, Science Research Associates, Inc.

2. Lifton, Walter M., Keys to Vocational Decisions, Chicago, Science Research Associates, Inc.

3. Baer, Max F., and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc.

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      2) Growing number of older people - demand for medical services
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      2) Adopting of amendments

e. Changes in habits and styles of the public

1) Demand for workers who produce goods and services

f. Miscellaneous factors

1) Labor disputes

2) Depletion of natural resources

3) National defense preparations and wars

5. Occupational supply 1-243

a. Major factors that influence occupation supply pages 243-244

REFERENCE LISTING:

1. Baer, Max F. and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: How may part-time jobs be valuable other than for the earnings derived from them

OUTLINE	REFERENCE
1. Reasons for holding part-time jobs	1-456
a. Pleasure	
b. Experience	
c. Necessity	
2. Part-time work experience program	1-484
a. Cooperative job programs to place student in part-time job offered in some high schools	
1) Attempt to teach skills to use eventually on full-time job	
2) School credit received for work experience under supervision	
b. Cooperative occupations training program	
1) Jobs requiring longer training than in job programs	
3. Different kinds of part-time jobs	1-485
a. Selling your service	
b. Selling products	
1) Know your product	
2) Know customers' needs and buying habits	
c. Baby sitting	
d. Using your special talents or hobbies for part-time work	
1) Arts and crafts	
2) Entertainment	
4. What can be gained from part-time jobs	1-502
a. Meaning of responsibility, punctuality, dependability	
b. Habits and attitudes that make you productive part of society	

c. Part-time job can lead to life career

d. Well-supervised part-time job can be maturing experience

e. Satisfaction and financial reward

REFERENCE LISTING:

1. Lifton, Walter, Keys to Vocational Decisions, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: Factors that affect career development

OUTLINE	REFERENCE
1. Biological factors have some influence on career development	1-4
a. Individuals have little control over physical structures inherited from parents	
b. Hazards of daily living	
c. Changes in physical structure sets some limits to occupational behavior	
2. Sociological factors include the influence of groups	1-5
a. Family plays a critical role in career development	
b. Youth groups, churches, and schools	
c. After induction into labor market, unions, business associations, government and professional association	
3. Psychological factors have been associated with career development	1-5
a. Interests and aptitudes	
b. Needs, attitudes, feelings, and values	
4. Economic factors	1-6
a. Impact of depressions and recessions on employment	
b. Utilization of manpower	
c. Recent advances in automation and other technological changes	
d. Impact of business cycles	
5. Political factors	1-6
a. Legislation - hiring of youth and women affected by labor laws	
b. Free trade and tariff policies	

c. Government action - peace time and war

6. Chance factors - any circumstance that is beyond the control of the individual 1-6-7

REFERENCE LISTING:

1. Baer, Max and Roeber, Edward C., Occupational Information, Chicago, Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: What kind of adjustments must one make when one goes from the school world to the world of work

OUTLINE	REFERENCE
1. Pressures on youth	1-265, 266
a. Feeling of need to get out and find a job to determine one's worth in community	
b. Want to attain symbols of success - car, clothes, etc.	
c. Need to weigh more education or immediate job-hunting	
2. Anxieties and frustrations	
a. School as well as work, can create anxieties	
b. Frustrations can be result of doing work not suited to individual or personality	
3. Differences in competition	
a. School - competition between people, ideas	
b. Work - popularity means much less than ability and ideas	
4. Social situations vs work situations	
a. Importance of ability to work with people	
b. Work situation involves more than sociability - need for competence in job	

REFERENCE LISTING:

1. Lifton, Walter L., Keys to Vocational Decisions, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	
Educational Planning	X

DISCUSSION TOPIC/QUESTIONS: What disadvantages in the job world does a person have who quits school

OUTLINE	REFERENCE
1. Discuss work patterns before the depression	1-224
2. Facts about unemployment of youth	1-224
a. Twice as high as the over-all rate	
b. Proportions of unskilled and semiskilled jobs have decreased	
c. Elimination of jobs that young people use to get started	
3. Declining of jobs in the occupational structure	1-224
a. Productivity of worker is increasing	
b. Number of working hours per week is being reduced	
4. Profile of a "typical dropout"	1-232 2-82
a. One group that will make a reasonably good job adjustment	
b. Alienated group who are maladjusted and are not likely to make a working adjustment without special help	
c. Majority leave after their sixteenth birthday	
d. Many are seriously retarded in reading and arithmetic	
e. Majority come from families who do not realize the value of educators	
f. Problem is particularly acute among nonwhites	
5. Problems of young people in the labor force	2-80, 82, 83
a. More mobile than adults	
b. Harder time in finding jobs and tend to change more often	
c. Work experience and job seniority	

d. Competing with experienced workers during downswing in business cycle

e. Newer jobs will require higher levels of education and training

REFERENCE LISTING:

1. Borow, Henry, Man in a World at Work, Boston, Houghton Mufflin Co., 1964.

2. Baer, Max and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: Industrial Revolution and the process of automation

OUTLINE	REFERENCE
1. Brief history on the Industrial Revolution	
2. Effects of automation on employment and unemployment	1-51
a. Reduce direct labor requirements and unemployment	
b. Elimination of about 25,000 jobs every week	
c. Creates new jobs	
d. Gains in productivity lower prices	
e. Create more consumer demand for certain product	
f. New jobs are often in occupations for which the displaced workers are not trained or suited for or in locations distant from their homes	
3. Effects of modern technology on occupational skills	1-52
a. Expected to occur outside of the factory	
b. Significant impact on counseling and placement	
c. Increase in new products on the market as a result of the spare research programs	
4. Better living because of automation	2-219
a. Each worker produces more goods per hour - increased productivity (gone up 3% per year)	
b. Since producing more, earns more and buys more	
1) Goods sold more cheaply and more people can afford them	
2) Goods we consider necessities are luxuries in other countries (refrigerator cars, etc.)	

c. Shorter working life

1) Stay in school longer and get better education

2) Shorter working hours but increased national production

3) Earlier retirement

REFERENCE LISTING:

1. Baer, Max and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

2. Lifton, Walter, Keys to Vocational Decisions, Chicago, Science Research Associates, 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: Case Study

OUTLINE	REFERENCE
Illustrations	1-17-28

REFERENCE LISTING:

1. Baer, Max and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	
Educational Planning	X

DISCUSSION TOPIC/QUESTIONS: Should everyone try to go to college

OUTLINE	REFERENCE
1. Things to consider in making your decision	1-356
a. Your abilities - academic abilities	
b. Advantages - for you - of going to college, gains and sacrifices	
c. Your future goals	
d. Choice of college - what kind meets <u>your</u> needs	
e. College costs	
2. Factors that will determine whether you go to college	1-360
a. Intelligence and school record	
b. Motivation or drive	
c. Family's socioeconomic position	
d. Your nearness to a college	
3. Socio-economic Status	1-362
a. Education unlocks door to higher social status	
b. Common basis for social division - income and wealth	
c. Occupation also helps determine social structure	
4. Why college isn't for everyone	1-369
a. College may not further your vocational aims (skilled work, etc.)	
b. Possible change college could make in your social level - acceptance by old friends, new friends.	
c. Are you capable of "making the grade" in college - dropping out means wasted time and money	
d. Evaluate your aptitudes and abilities carefully	

<u>REFERENCE LISTING</u>:

1. Lifton, Walter M., <u>Keys to Vocational Decisions</u>, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: What are some good ways for a person to spend his leisure time

OUTLINE	REFERENCE
1. Difference between work and leisure	1-35
a. Leisure - means pleasure; non-employed time	
1) Need not be wasteful	
2) Can be activity that can contribute to welfare or happiness of others	
3) Must contain activity or will result in boredom	
4) Often unsatisfying because little happens to person in process - need involvement in activity; focus should not be on acquiring of something (boat, gun, etc.)	
b. Work - employed time	
1) Work is beginning to lose its power to satisfy need for significance	
2) Work should be personably satisfying, morally important	
2. Observer recreation - passive observation of game, race, TV	
a. Not satisfying - excitement for duration of occasion but no sense of contribution; sense of emptiness after activity	
b. Recreation can be creative and personally satisfying	
3. Work in leisure	1-37
a. Employed work and non-employed time should not be considered as polarity but as fusion	
b. "Work" should not be restricted to employed activities	
c. Work and leisure should be complementary	
4. Satisfying of needs that remain unsatisfied by work	2-83

a. If work satisfies 2 or 3 of strongest needs, one tends to feel over-all satisfaction

b. Needs unsatisfied by work can be satisfied through leisure time activities

REFERENCE LISTING:

1. Borow, Henry, Man in a World of Work, Boston, Houghton Mifflin Co., 1964.

2. Lifton, Walter, Keys to Vocational Decisions, Chicago, Science Research Associates, Inc., 1964.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: Discuss different ways for finding a job

OUTLINE — REFERENCE

1. Contact relatives, friends, former employer
2. Use yellow pages of telephone directory
3. Visit places of employment
4. Phone employees for interview appointments
5. Read want ads in newspapers
6. Place situation - wanted ad in newspaper
7. Make out application at state employment office
8. Apply at private community counseling and placement agencies

Self Appraisal
Occupational Exploration
Educational Planning

X

DISCUSSION TOPIC/QUESTIONS: Discuss the items one should carry when seeking a job; social security card, birth certificate, letters of reference, employment record (if any), union card (if any)

OUTLINE

REFERENCE

REFERENCE LISTING:

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: Job interview - first impressions, "do's and don'ts", external appearance

OUTLINE — REFERENCE

1. Getting ready for the job interview — 1-472, 2-(60F)
   a. Finding out who has jobs to offer
   b. Healthy appearance is very valuable - systematic health habits should be persistently practiced
   c. States of mind which are helpful - take any job with opportunity to advance; what can you give to job; should not feel you're too good for the job
   d. Get recommendation from someone capable of judging you
2. Letter of application — 2-6(OF)
   a. Use white stationery, black or blue ink
   b. Information to include: job you're applying for
      experience
      training
      ask for personal interview
   c. Hints - be sure letter is neat, not too long, proper form for letter, avoid mentioning salary
3. Planning personal interview — 2-6(OF)
   a. Dress carefully - clean and good taste; girls avoid lot of make-up
   b. Watch your English
   c. Tell personnel manager what type of job you want; be frank; thank interviewer for interview
   d. Follow first interview with personal call after several days
4. Determining whether you should accept job - considerations — 1-473
   a. hours of work, days
   b. Permanent or temporary

c. Starting and maximum pay

d. Working conditions

e. Opportunity for advancement

f. Opportunity to learn on job

REFERENCE LISTING:

1. Lifton, Walter, Keys to Vocational Decisions, Chicago, Science Research Associates, Inc., 1964.

2. Wren, Gilbert, Hein, Reinhard, and Schwarzrock, Shirley, Planned Group Guidance, Minneapolis, American Guidance Service, 1961.

Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: Labor Unions

OUTLINE

REFERENCE

Pamphlets from AFL-CIO and ILWU

The World of Work (EP 204) pages 34-35

REFERENCE LISTING:

Self Appraisal
Occupational Exploration
Educational Planning [X]

DISCUSSION TOPIC/QUESTIONS: What kinds of schooling can you get in high school

OUTLINE — REFERENCE

1-77

1. Required courses
   a. Certain courses required of all students in high school - English, history, etc.
   b. Certain basic requirements in credits for graduation from high school
2. Curriculum choices
   a. Trade course
      1) Aimed at preparation for occupations like auto mechanics, drafting, printing, radio and TV repair, building trades
      2) Ordinarily not go to college - enter trade directly, apprentice-training program, or technical institute
      3) Advantages of trade course for one who
         a) Certain not going to college
         b) Has clear idea of ability, interest, plans
         c) Wants practical training in field as early as possible
   b. Business subjects - commercial
      1) Typing - taken by almost everyone
      2) Other courses - bookkeeping, salesmanship, office machine practice, etc., not so much in demand - employer can train you. These courses should be mainly to explore interest and ability
      3) Most who want more schooling can go to 2 year accounting school or junior college
   c. Industrial arts
      1) Common courses: woodwork, metalwork, mechanical drawing, printing

2) Help learn about your ability and interests

3) Less specialized than trade courses

d. Home economics

e. College preparatory

1) Gives widest choice after high school graduation - can go to junior college, technical institute, nursing, apprenticeship, other specialized schools.

2) Gives more chance to postpone final decision about occupation and schooling

3) Subjects harder, need good scholastic ability

f. Agriculture

g. Other courses

1) Need to choose some subjects within any curriculum - need to examine all subjects open

3. Considerations in choosing courses

a. Content of subject

b. Purpose of course

c. Activities of course

d. Requirements

e. Your abilities compared with content and requirements

REFERENCE LISTING:

1. Katz, Martin R., You: Today and Tomorrow, Educational Testing Service, 1959.

Self Appraisal
Occupational Exploration
Educational Planning [X]

DISCUSSION TOPIC/QUESTIONS: Does education usually pay off in a financial sense

OUTLINE — REFERENCE

1. Growth of occupation that require college training — 1-368
   a. Rapid increase of jobs requiring college education and rapid disappearance of jobs requiring no education at all
      1) Between 1930 to 1950 positions with college education doubled; 1950 to 1960 doubled again
      2) Increase in number of scientists, engineers, teachers, nurses, trained business managers
   b. Fierce competition probable in jobs requiring no education - unskilled jobs
   c. Very few jobs open to dropouts because of youth and lack of training
2. Money value of college education
   a. Prof. T. W. Schultz, University of Chicago, average college graduate in 1958 invested $13,780 for 4 years of college education (cost of college plus amount he could have earned in 4 years) If earnings for college graduate compared with earnings of non-college bound, $151,000 more for graduate from graduation to age 64. — 1-368
   b. Need to consider factors other than money - see discussion on why college is not for everyone
   c. In study of outstanding business leaders of America, 57% were college graduates and 19% attended but did not graduate

REFERENCE LISTING:

1. Lifton, Walter, Keys to Vocational Decisions, Chicago, Science Research Associates, 1964.

• Self Appraisal	
Occupational Exploration	X
Educational Planning	

DISCUSSION TOPIC/QUESTIONS: What kind of educational program is on-the-job training (apprenticeship)

OUTLINE	REFERENCE
1. Definition of apprenticeship program Program of training for a recognized skilled trade, according to written or oral argreement, whereby a worker receives 2 or more years of supervised on-the-job experience with related instruction. Generally concentrated in building, printing, mechanics-repair, machinery trades	1-94
2. Characteristics of training	1-95 2-401
a. Schedule of work calling for gradual increase in variety Complexity of processes, skills, tasks	
b. Close supervision of trainees	
c. Organized instruction in a vocational school or in plant (Minimum of 144 hours per year)	
d. Regular increases in wages until apprentice become journeyman	
e. Registration of apprentice program by some government agency	
3. Requirements for entering program	1-95
a. High school education	
b. 16 - 24 years of age	
c. Good health amd mechanical aptitude	
d. Background in mathematics and sciences	
e. One with trade training in vocational school or armed forces has better chance of being accepted	
4. Reasons why most training specialists agree that formal apprenticeship is best way to learn a skilled trade	1-96

a. All around training of apprentice is best guarantee of quality workmanship

b. Broad training and experience acquired by apprentice enable him to work in wide range of jobs, adjust readily to changing job requirements

c. Completion of training gives recognized status in finding and holding employment

d. Completion of training means more likelihood of advancement

e. Apprentice learns while he earns

5. Other types of on-the-job training program 1-97 2-402

a. Only small proportion of craftsmen get training through apprenticeship

b. Most other types of on-the-job training not under contractual agreement

1) New workers assigned to simple tasks and gradually take on more difficult assignments under supervision or observing experienced worker

2) No agreement to provide dependable and adequate supervision to develop all around skills

3) Workers do not have status accorded ones trained under apprenticeship

c. Large companies, retail trades, utilities have training programs

d. Many companies do not offer training to non-high school graduates because not easily trainable

REFERENCE LISTING:

1. Baer, Max F. and Roeber, Edward C., Occupational Information, Chicago, Science Research Associates, Inc., 1964.

2. Lifton, Walter M., Keys to Vocational Decisions, Chicago, Science Research Associates, Inc. 1964.

Self Appraisal	
Occupational Exploration	
Educational Planning	X

DISCUSSION TOPIC/QUESTIONS: Registration for high school

OUTLINE — REFERENCE

1. Check with registrar at high school in your complex

REFERENCE LISTING:

GUIDANCE CONCEPTS IN SELF-AWARENESS, SELF-IDENTITY AND SELF-REALIZATION

1.0 Personal growth and development is a process of anatomical, physiological, and psychological changes.

- 1.1 The developmental process combines physiological-psychological growth, maturation, and learning.
- 1.2 The developmental process is an orderly, organizing, and integrative life process.
- 1.3 The developmental process is an orderly sequence and pattern of growth and development common to most individuals.

2.0 The individual is unique with differences which are influenced by physical, emotional, and social conditions.

- 2.1 A wide range of differences exists among individuals.
- 2.2 Uniqueness and individuality in personal development is the rule.
- 2.3 Respect for the dignity and worth of the individual is fundamental.
- 2.4 Every person is important, regardless of what he is or what he has done.
- 2.5 An individual can change and develop toward becoming the kind of person one desires to become.

3.0 Each individual has basic needs for wholesome personality development.

- 3.1 Organic needs: a healthy body and good physical appearance.
- 3.2 Ego, integrative, or self needs: feelings of significance and personal worth, success, and personal competence.
- 3.3 Social needs: balance between self-interest and altruistic behavior, to get along, belong, and feel wanted.

4.0 The individual functions as an organismic unity.

- 4.1 Intellectual and personal-social development cannot be separated.
- 4.2 An individual's total self is involved in a learning situation.
- 4.3 A person's behavior results from differentiation-integration interaction between heredity and environment.

5.0 The individual functions in a social setting.

- 5.1 An individual grows and develops through interaction between self and environment.
- 5.2 The individual must understand the relationship between self and environment.
- 5.3 The individual must be able to realistically relate himself to his environment and to his decisions and actions.
- 5.4 Learning and personal development are dependent upon the learner's intellectual as well as non-intellectual characteristics.
- 5.5 The classroom atmosphere and methods of instruction influence an individual's personal development and learning process.
- 5.6 An individual broadens one's identity with a variety of role models.

6.0 The individual must develop behavioral competencies needed for decision making behavior.

6.1 Knowledge and skills required to make decisions and to cope with environmental demands must be provided.
6.2 For optimal development assistance must be provided for the discovery of capacities, talents, and interests.
6.3 There must be continual self examination of abilities and liabilities, social-personal relationships, and school experiences.
6.4 Change and indecision are part of the developmental process and do not represent failure.
6.5 There must be opportunity for reexamination of decisions made.

GUIDANCE LEARNING PACKET

Self-Appraisal # 1

IDEA TO BE LEARNED.

There are key words commonly used on the subject of self-appraisal.

LEARNING OBJECTIVE.

Given a list of ten vocabulary words relating to self-appraisal, you will be able to select the correct definitions for at least five words.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. FIND and STUDY the definitions for at least ten of the words below that you are unsure of:

   Personality, character, temperament, attitude, culture, appraisal, motivation, heredity, environment, ability, aptitude, achievement, profile, autobiography, traits, characteristics, career, behavior, norms, percentile, self-concept, orientation, self-analysis, estimate, verbal reasoning, motor, space, word fluency.

2. PLAY a word game by using as many of the words listed above to make a paragraph.

3. VIEW all of these filmstrips--

   SA 401 "Discovering Your Real Interest"
   SA 405 "You and Your Mental Abilities"
   SA 408 "Discovering Interests and Abilities"

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

MAKE a comparison of a student with poor study habits and a student with good study habits.

T E S T

Self-Appraisal # 1

INSTRUCTION:

MATCH the words in the left column with the comments in the right column.

_____ estimate	a. traits passed on from ancestors
_____ motivation	b. rank on a hundred point scale
_____ heredity	c. averages
_____ environment	d. an educated guess
_____ percentile	e. a graph
_____ norms	f. natural talent
_____ profile	g. what a person can do
_____ ability	h. what a person has done
_____ aptitude	i. one's surroundings
_____ achievement	j. wanting to do something

GUIDANCE LEARNING PACKET

Self-Appraisal # 2

IDEA TO BE LEARNED.

In appraising oneself, an individual should learn how to gather information.

LEARNING OBJECTIVE.

You will be able to list five or more tests or ways that can be used for self-appraisal.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 402 "Choosing a Career."

2. LISTEN to tape SA 501, side A, "Testing in Hawaii Schools."

3. VIEW filmstrip SA 414-A "Who Are You?"

4. DO the Kuder Preference Record and transfer the results onto your self-appraisal folder.

5. VIEW filmstrip OE 441 while listening to tape OE 517 "An Introduction to Vocations."

6. READ SA 225 Do Your Dreams Match Your Talents?

7. READ SA 248 Exploring Your Personality.

8. READ SA 205 What Tests Can Tell You About You.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

LEARN about computers.

T E S T

Self-Appraisal # 2

INSTRUCTION:

TO DO AN HONEST SELF-APPRAISAL, an individual needs to know how to gather information about himself.

LIST 5 ways (tests or other activities) that can be used for self-appraisal.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

GUIDANCE LEARNING PACKET

Self-Appraisal # 3

IDEA TO BE LEARNED.

An autobiography may help a person understand himself better.

LEARNING OBJECTIVE.

You will be able to write an autobiography.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LOOK up the meaning of the word "autobiography."

2. ASK your English teacher what information should be included in an autobiography; then go ahead and write one.

3. RECORD on the cassette tape recorder by talking about yourself; as a guide, think of the program "This Is Your Life."

4. STUDY SA 253, page 31, sample outline for an autobiography.

5. READ an autobiography of one person you admire.

6. READ and DO Activity 2 of OE 252 Planning Your Life's Work, page 25.

7. LISTEN to tape SA 502-A "What is an Autobiography?"

8. LISTEN to tape SA 503-A "Mr. K."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

PLAN a "This is Your Life" program for someone close to you.

T E S T

Self-Appraisal # 3

INSTRUCTION:

WRITE AN AUTOBIOGRAPHY.

GUIDANCE LEARNING PACKET

Self-Appraisal # 4

IDEA TO BE LEARNED.

Accepting more responsibilities at home is a sign of growing up.

LEARNING OBJECTIVE.

You will be able to list five responsibilities that you now assume at home and two others that you might do.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 402 "What Are Your Problems."

2. LISTEN to tape SA 501, side B, "What Are You Like?"

3. READ SA 206 All About You, pages 37 - 40.

4. LISTEN to tape SA 502-B "What Are Your Responsibilities."

5. READ SA 242 Your Family, pages 45 to 48.

6. READ SA 265 Work, Work, and More Work. EXPLAIN in writing, Kimo's ideas as well as David's ideas. Which boy are you like?

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

MAKE A CHART of home responsibilities you think appropriate for teenagers and explain how these responsibilities help the individual to grow.

T E S T

Self-Appraisal # 4

INSTRUCTION:

Make a list of five responsibilities that you now assume at home and two others that you might do.

GUIDANCE LEARNING PACKET

Self-Appraisal # 5

IDEA TO BE LEARNED.

Interests tend to change with new experiences.

LEARNING OBJECTIVE.

You will be able to describe in a paragraph, how, as a result of an experience, a new interest developed.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 401 "Discovering Your Real Interest."
2. READ SA 209 Exploring Children's Interests, pages 8 to 14.
3. NAME at least 5 activities or things in which you were once much interested, but have now lost interest.
4. THINK of close friends you have had within the past two years. Have they changed due to different interests?
5. OUTLINE the factors you believe would most likely tend to influence your interests. DISCUSS this with the teacher.
6. LISTEN to tape SA 504-A "Your Changing Interests."
7. READ SA 234 Planning My Future, pages 1 to 34.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Write about "The Year I Noticed Boys (Girls)"

T E S T

Self-Appraisal # 5

INSTRUCTION:

WRITE BRIEFLY on two of your most recent interests and the experiences which led to these interests.

GUIDANCE LEARNING PACKET

Self-Appraisal # 6

IDEA TO BE LEARNED.

As a person grows older, he develops various kinds of skills.

LEARNING OBJECTIVE.

You will be able to list 5 special skills such as mechanical or mathematical and rate yourself on each of them as (1) little or no development (2) fair development or (3) great development.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW these two filmstrips SA 403 and SA 404 "Child Needs Guidance."

2. LISTEN to tape SA 501, side B, "What Are You Like?"

3. MAKE A CHART showing 3 of your favorite school subjects, the skills or abilities they reflect, and the occupations they may possibly lead to.

4. READ SA 211 You and Your Abilities, pages 59 to 63.

5. READ SA 213 Discovering Your Real Interests.

6. DEBATE with a classmate the topic: "A Skill Once Learned is Never Lost."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

What do you think of the saying: "You Can't Teach an Old Dog New Tricks."

T E S T

Self-Appraisal # 6

INSTRUCTIONS:

As you grow older, your skills in different areas are being developed by the activities you participate in. LIST 5 special skills and RATE yourself on each by placing an X under one of the descriptions listed.

Skill	No Development	Fair Development	Great Development
1.			
2.			
3.			
4.			
5.			

GUIDANCE LEARNING PACKET

Self-Appraisal # 7

IDEA TO BE LEARNED.

New discoveries as to abilities and liabilities occur as one grows older.

LEARNING OBJECTIVE.

You will be able to describe in a paragraph one discovery as to your own ability or liability that occurred within recent years.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. THINK of any new skill that has been rewarding within your intermediate years of school; DO the same for any area that has handicapped you; WRITE this information down and include your reasons. DISCUSS this with your teacher.

2. READ SA 207 Your Abilities, pages 3 to 5 and pages 34 to 40.

3. NAME one liability and name ways in which you can overcome this liability. SEE your teacher or counselor if you need help.

4. READ over sections that interest you in SA 240 Who Me?

5. READ pages that appeal to you in SA 246 Beginning High School.

6. READ SA 262 The Person You Are. Write a poem telling about yourself--use a crayon of the color that matches your personality.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Get involved with a senior citizens club.

T E S T

Self-Appraisal # 7

INSTRUCTION:

As we grow, we find out more about ourselves. We find that we have certain abilities or can develop certain abilities. We also find that we have certain liabilities or weaknesses. These abilities or liabilities are meaningful to us only if we are aware of them.

In a paragraph, describe one ability or a liability you have discovered in yourself in recent years.

GUIDANCE LEARNING PACKET

Self-Appraisal # 8

IDEA TO BE LEARNED.

Many decisions have to be made before one chooses a vocation.

LEARNING OBJECTIVE.

You will be able to explain in writing three or more decisions that you will have to make before choosing a vocation.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 401 titled "Discovering Your Real Interests" and SA 402 titled "What Are Your Problems."

2. INTERVIEW three persons in different vocations to find out how they made their vocational choice.

3. READ SA 104 Know Yourself, pages 13 to 15, 29 to 38.

4. LISTEN to tape SA 504-B "Decisions, Decisions."

5. LOOK over OE 281 Career Choices and Career Preparation.

6. READ OE 235 Jobs in Psychology, pages 53 to 56 under the topic "Looking at You."

7. VIEW filmstrip OE 443 while listening to tape OE 519 "Counseling in Vocational Decisions."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Make a list of decisions that have to be made in considering marriage.

T E S T

Self-Appraisal # 8

INSTRUCTIONS:

Choosing a vocation will be one of the major decisions an individual will have to make. However, before he makes this decision he needs to consider many factors. LIST at least three of these:

1. _____

2. _____

3. _____

GUIDANCE LEARNING PACKET

Self-Appraisal # 9

IDEA TO BE LEARNED.

Scholastic grades give some indication of general success as a student.

LEARNING OBJECTIVE.

You will be able to rate yourself as a student by evaluating your scholastic grades.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. SELECT two academic subjects which you feel are the most important for overall success and discuss this with a friend.

2. LIST 10 occupations which require a high degree of academic ability and preparation; rate yourself after each occupation as--high, average, or low.

3. READ SA 211 You and Your Abilities, pages 16 to 30.

4. MAKE a report card that you think will be an improvement over the one now used.

5. READ SA 228 Meeting the Test, pages 30 to 50, "Checking Your Achievement."

6. READ SA 212 How To Take a Test, pages 44 to 47, "This Business of Grading."

7. LISTEN to tape SA 505-A "What Do Grades Mean."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Learn how workers are rated.

T E S T

Self-Appraisal # 9

INSTRUCTION:

After evaluating your present and past grades, write a paragraph rating yourself as a student.

GUIDANCE LEARNING PACKET

Self-Appraisal # 10

IDEA TO BE LEARNED.

Grades received in school reflect a person's initiative as well as ability.

LEARNING OBJECTIVE.

Given a record of your grades (self-appraisal folder), you will be able to use this as a means of writing an appraisal of your own initiative and ability.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LOOK up all your "initiative" grades received under Character Rating; (go back to the 8th grade records) compare your initiative grade with the specific course grade. Are they consistent with each other? This information should be in your self-appraisal folder.

2. STUDY 2 anonymous self-appraisal folders, SA 260. Write your idea of these persons' initiative and ability.

3. READ SA 242 Making the Most of Schools, pages 59 - 63.

4. READ SA 226 Getting Along in School.

5. READ about the Wright Brothers. How did initiative as well as ability help them achieve their goal?

6. MAKE a bulletin board display of 5 famous men who found success through initiative and ability.

7. LISTEN to tape SA 505-A "What Do Grades Mean?"

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

What is incentive pay? Name companies that use this system.

T E S T

Self-Appraisal # 10

INSTRUCTION:

Using your past grades in the self-appraisal folder as a basis, WRITE an appraisal of your initiative and abilities as shown by these grades.

GUIDANCE LEARNING PACKET

Self-Appraisal # 11

IDEA TO BE LEARNED.

Tests are designed for specific purposes.

LEARNING OBJECTIVE.

You will be able to explain in writing the difference between an ability test and an achievement test.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. COMPOSE a test on any subject of your choice and try it on a friend.
2. READ SA 205 What Kinds of Tests?--pages 16 to 23.
3. VIEW filmstrip OE 402 "Choosing a Career."
4. LISTEN to tape SA 501, side A, "Testing in Hawaii Schools."
5. MAKE A GRAPH showing your 8th grade SCAT or STEP test results.
6. READ SA 228, pages 30 to 50, "Checking Your Achievement," in Meeting the Test booklet.
7. READ SA 239 Interpretation of Test Results, pages 9 to 14.
8. READ SA 233 Charting Your Job Future, pages 19 - 25.
9. READ SA 266 Differential Aptitude Tests.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

DISCUSS with a friend how attitudes can be measured.

T E S T

Self-Appraisal # 11

INSTRUCTIONS:

All students in Hawaii's public schools take part in a testing program in which they take a series of tests: SCAT and STEP. SCAT is an ability test and STEP is an achievement test.

WRITE a short paragraph to explain the differences between an ability test and an achievement test.

GUIDANCE LEARNING PACKET

Self-Appraisal #12

IDEA TO BE LEARNED.

Types of tests can be identified.

LEARNING OBJECTIVE.

You will be able to name at least four of the major types of tests.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY SA 201 "SCAT and STEP Tests."

2. REVIEW the standardized test results in your self-appraisal folder and see whether you know which are ability tests and which are achievement tests.

3. READ SA 205 What Tests Can Tell You About You, pages 16 to 23.

4. MAKE A GRAPH to show your SCAT Verbal score alongside your STEP Reading score, and your SCAT Quantitative alongside your STEP Math.

5. LISTEN to tape SA 501, Side A, "Testing in Hawaii Schools."

6. READ SA 104 Know Yourself, pages 29 to 43.

7. READ SA 266 Differential Aptitude Tests.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Construct a test in an area of your choice and try it on a friend.

T E S T

Self-Appraisal #12

INSTRUCTIONS:

Throughout your school years, you will take a variety of tests that tell you something about yourself. These tests can be grouped into broad types, depending on what they try to measure.

LIST four major types of tests:

1. _____
2. _____
3. _____
4. _____

GUIDANCE LEARNING PACKET

Self-Appraisal #13

IDEA TO BE LEARNED.

Test scores are only estimates!

LEARNING OBJECTIVE.

You will be able to explain in writing the meaning of percentile bands.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ SA 203 Interpretation of Test Data.

2. STUDY SA 201 SCAT and STEP Tests, and pay particular attention to the explanation of percentile scores.

3. DO THIS EXPERIMENT: Have someone time you, or time yourself with a stopwatch as you run a measured distance. Run the same distance a 2nd time and a 3rd time--after sufficient rest. Are the times exactly the same?

4. LISTEN to tape SA 501, side A, "Testing In Hawaii Schools."

5. READ SA 205 What Tests Can Tell You About You, pages 24 to 29.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

MAKE A CHART titled: Estimated Height Distribution of Students in the Three Grade Levels.

T E S T

Self-Appraisal #13

INSTRUCTIONS:

Test scores are not exact measures, but give an estimate of a pupil's ability or achievement. In the Hawaii state system, results are given in percentile scores.

EXPLAIN the meaning of the term "percentile score."

GUIDANCE LEARNING PACKET

Self-Appraisal #14

IDEA TO BE LEARNED.

There are various reasons why test scores do not remain constant.

LEARNING OBJECTIVE.

You will be able to write at least three reasons why test scores do not remain constant.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. TAKE the same test twice, leaving a period of one to two weeks between and where the scores are different, think of explanations for the difference.

2. COMPARE your 6th grade SCAT-STEP mid-percentile scores with your 8th grade SCAT-STEP mid-percentile scores to see whether they are identical.

3. LISTEN to tape SA 501, side A, "Testing In Hawaii Schools."

4. READ SA 239 Interpretation of Test Results, pages 17 to 19.

5. READ SA 205 What Tests Can Tell You About You, pages 24 to 29.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read a book on psychology dealing with tests.

T E S T

Self-Appraisal # 14

INSTRUCTIONS:

You may have noticed that your test scores from one grade level to the next are not the same. There are many factors that may account for these differences. LIST at least three reasons why test scores do not remain constant.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

GUIDANCE LEARNING PACKET

Self-Appraisal # 15

IDEA TO BE LEARNED.

A study of test results will help to reduce guess work in predicting probable success in an academic subject.

LEARNING OBJECTIVE.

You will be able to write in a paragraph, a prediction of your probability for success in one of your subject classes by your test results in that area.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ SA 204 Expectancy Tables.

2. READ SA 239 Interpretation of Test Results.

3. CHART your probable SAT Verbal score based on your DAT verbal score, and your SAT Math score based on your DAT numerical score. Expectancy tables are found in SA 204.

4. OBTAIN your percentile score for either the STEP Math or DAT Numerical test. THEN, DISCUSS with your Math teacher or Counselor your chances of probable success in higher Math.

5. VIEW filmstrip OE 402 "Choosing a Career."

6. READ SA 239 Interpretation of Test Results, pages 47 to 52.

7. READ SA 205 What Tests Can Tell You About You.

8. LISTEN to tape SA 506-A "Test Results and Course Selections."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

How is a political poll conducted?

T E S T

Self-Appraisal #15

INSTRUCTION:

Using the results from one of the standardized tests (SCAT, STEP, DAT), WRITE a short paragraph predicting the degree of success you might expect for one of your subject classes.

GUIDANCE LEARNING PACKET

Self-Appraisal #16

IDEA TO BE LEARNED.

Standardized test results should not be used as the sole basis for making a decision or judgment.

LEARNING OBJECTIVE.

You will be able to give three reasons why test results should not be the sole basis for making a decision or judgment.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ SA 202 Statement and Policy on Testing.

2. NAME, in order of importance to you, the things you would consider in choosing a vocation.

3. LOOK at the results of your latest STEP Math, Science and Social Studies tests and see whether the results match the degree of success you have had in those courses.

4. LISTEN to tape, SA 501, side A, "Testing In Hawaii Schools."

5. CHOOSE a specific occupation and list five or more of its advantages and disadvantages as far as you are concerned.

6. READ SA 205, What Tests Can Tell About You.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read SA 239, "Interpretation of Test Results."

T E S T

Self-Appraisal # 16

INSTRUCTION:

Give three reasons why test results should not be the sole basis for making a decision or judgment.

GUIDANCE LEARNING PACKET

Self-Appraisal # 17

IDEA TO BE LEARNED.

Personal traits of punctuality and dependability are important factors in occupational success.

LEARNING OBJECTIVE.

You will be able to write an appraisal of yourself as to punctuality and dependability and why they would be important in your occupational choice.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY your record of school attendance contained in your self-appraisal folder. Do you measure up in the areas of punctuality and dependability?

2. VIEW filmstrip OE 420 "Getting Ahead in Your Job."

3. LOOK through the "Help Wanted" ads in the newspapers and LIST the jobs that mention some preference for specific personal traits.

4. READ OE 254 Getting Ahead On Your Job.

5. READ OE 215 What Employers Want.

6. LOOK over OE 271 A Teenager's Guide To Job Success.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Write an essay on "A School Without Bells" and show this to your principal.

T E S T

Self-Appraisal # 17

INSTRUCTIONS:

WRITE an appraisal of yourself as to punctuality and dependability.

CHOOSE an occupation and explain the importance of punctuality and dependability in this choice.

Appraisal:

Occupational Choice:

Explanation:

GUIDANCE LEARNING PACKET

Self-Appraisal #18

IDEA TO BE LEARNED.

A person's qualifications should be compared with job requirements.

LEARNING OBJECTIVE.

You will be able to name a vocation and write your qualifications for that job.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ over state employment opportunities list. WRITE a description of qualifications for a job of your choice.

2. LOOK at want ads in a newspaper. CLIP and PASTE those that would require at least a high school diploma. DO same for those that would not. Check this with the teacher.

3. INTERVIEW an adult friend. Ask him for his qualifications for his present job.

4. READ and ANSWER at least 3 exercises in OE 262 Problems in Vocational Planning.

5. VIEW filmstrip SA 401 "Discovering Your Real Interests."

6. READ OE 101 Occupations and Careers, pages 31 to 36, and pages 327 to 349.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

RECALL Don Quixote, John Henry, Johnny Appleseed, Lady Godiva, Lucy in "Peanuts," Li'l Abner, Mary Worth--CHOOSE 1 or 2 of these fictional characters and WRITE job descriptions for each.

T E S T

Self-Appraisal #18

INSTRUCTIONS:

SELECT an occupation and make a list of your qualifications for that particular job.

GUIDANCE LEARNING PACKET

Self-Appraisal #19

IDEA TO BE LEARNED.

Interests vary from one individual to another.

LEARNING OBJECTIVE.

You will be able to identify and explain in writing at least three differences revealed in comparing your own activity interest inventory with that of another student.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 401 "Discovering Your Real Interest."
2. READ SA 209 Exploring Children's Interest.
3. READ SA 104 Your Interests, pages 13 to 28.
4. READ SA 213 Discovering Your Real Interests, pages 2 to 10.
5. GET TOGETHER with a group of about 5 or 6 classmates and DO the Kuder Preference Record. COMPARE your profiles with one another and TRANSFER the results to your self-appraisal folder.
6. LOOK in the club activities section of the newspaper. LIST all the various interests these organizations might represent.
7. LISTEN to tape SA 504-A "Your Changing Interests."
8. READ SA 234 Planning My Future, pages 1 to 34.
9. READ OE 2075 You, Your Job . . . and Change, pages 4 to 7.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Research charitable foundations.

T E S T

Self-Appraisal #19

INSTRUCTIONS:

In comparing your activity interest inventory results with one of your friends, you no doubt found areas where you differed. LIST three areas where you differed and, in a short paragraph, EXPLAIN why you feel your results were different.

Areas of Differences:

1. _____ Reason: _____

_____

_____

2. _____ Reason: _____

_____

_____

3. _____ Reason: _____

_____

_____

GUIDANCE LEARNING PACKET

Self-Appraisal #20

IDEA TO BE LEARNED.

An interest inventory will help a person to check his own interest areas.

LEARNING OBJECTIVE.

Given an interest inventory, you will identify your own interest areas.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 401 or SA 408 "Discovering Interest and Abilities."

2. READ SA 104 Your Interests, pages 13 to 28. DO charts #6, #7, and #8.

3. TAKE the Interest Inventory Test (See Teacher for test sheet).

4. After taking and obtaining results of the Kuder Preference Record, IDENTIFY your highest interest area and LIST all the jobs you can think of which would fit into this area.

5. VIEW filmstrip SA 415-A "What Do You Like to Do?"

6. READ SA 213 Discovering Your Real Interests, chapter 4.

7. LISTEN to tape SA 506-B "The Use of Interest Inventories."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Look at club activities listed in the newspapers. Categorize them into broad areas: e.g. sports, music, etc.

T E S T

Self-Appraisal #20

INSTRUCTIONS:

An interest inventory shows an individual's areas of high interests. LIST your interest areas as shown by the results of an interest test. (See teacher for test--if you have not taken it yet.)

1. _____

2. _____

3. _____

4. _____

5. _____

GUIDANCE LEARNING PACKET

Self-Appraisal #21

IDEA TO BE LEARNED.

Interest tests are used primarily for exploration purposes.

LEARNING OBJECTIVE.

You will be able to write a definition for the term "exploratory purposes."

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 401 "Discovering Your Real Interest."

2. READ SA 104 Know Yourself, pages 13, 14, and 15.

3. TAKE AN INTEREST TEST or INVENTORY TEST (your teacher has these) to find out whether the results match your stated interests.

4. MAKE A LIST of the courses you have had most interest in to see whether you have had better than average success in those subjects.

5. LOOK in the dictionary for the definitions of "exploratory" and "purposes." Write five sentences using the term "exploratory purposes."

6. LISTEN to tape SA 506-B "The Use of Interest Inventories."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Try yourself as an artist--draw a sketch of someone or something.

T E S T

Self-Appraisal #21

INSTRUCTION:

Write a definition of the term "exploratory purposes."

GUIDANCE LEARNING PACKET

Self-Appraisal #22

IDEA TO BE LEARNED.

Interest tests can be used as a basis for selecting a variety of possible occupations.

LEARNING OBJECTIVE.

You will be able to list five or more occupations that match your interest test results.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 401 "Discovering Your Real Interest" or SA 408 "Using Your Time and Ability."

2. READ SA 209 Exploring Children's Interests.

3. READ SA 202 Statement and Policy on Testing.

4. READ SA 228 Meeting the Test, pages 128 to 139, under the heading "Taking Stock of Your Interests."

5. LISTEN to tape SA 501, side A, "Testing In Hawaii Schools."

6. TAKE an interest test (your teacher has this available) to find out whether the results agree with what you think your interests are.

7. READ over page 38 in OE 252 Planning Your Life's Work. CHOOSE one activity.

8. LOOK over "Families of Occupations," page 45 in OE 252 Planning Your Life's Work. SELECT and read those that interest you.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Look through the Dictionary of Occupational Titles.

T E S T

Self-Appraisal #22

INSTRUCTIONS:

Make a list of your areas of high interest as shown by the results of the interest test. Then, list five or more occupations that seem to match your interests.

Areas of High Interest:

_____

_____

_____

_____

_____

_____

Occupations to Match Interests:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

GUIDANCE LEARNING PACKET

Self-Appraisal #23

IDEA TO BE LEARNED.

A job description should be studied carefully to find out whether it fits a person's interests.

LEARNING OBJECTIVE.

You will be able to write a job description that best fits your interests.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. NAME two of your strongest interest areas and LIST 10 occupations that would fit one of those areas.

2. READ SA 102 Career Planning, chapter 5.

3. PRETEND you are manager of an office and WRITE out a job description for a clerk.

4. LOOK through OE 285 Career Summary Cards for descriptions of duties.

5. READ SA 213 Discovering Your Real Interests, pages 12 to 14 on ten interest areas. Another way of categorizing interests is your interest in (a) people (b) things (c) ideas. WRITE a paragraph on which method(s) you would use in considering a job and why.

6. LOOK in the want ads. CLIP out 5 descriptions of jobs in which you would be interested.

7. VIEW filmstrip SA 408 "Discovering Interests & Abilities."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

DRAFT your own interest inventory or WRITE a job description for yourself as a student and family member.

T E S T

Self-Appraisal #23

INSTRUCTION:

In looking for a job, a person should consider his interests and how he would fit into this occupation. WRITE a job description that best fits your interests.

GUIDANCE LEARNING PACKET

Self-Appraisal #24

IDEA TO BE LEARNED.

An aptitude test will indicate a person's strengths and weaknesses.

LEARNING OBJECTIVE.

Given an aptitude test, you will be able to list your own strengths and weaknesses from the test results.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY your own aptitude test results (taken in September) and categorize all your strengths and weaknesses accordingly; test results should be available to your counselor by Thanksgiving holidays. Results should be recorded in self-appraisal folders.

2. LOOK up the dictionary difference between "aptitude" and "ability."

3. LISTEN to tape SA 501, side A, "Testing in Hawaii Schools."

4. READ SA 205 What Tests Can Tell You About You.

5. READ SA 211 You and Your Abilities.

6. STUDY 2 anonymous aptitude tests (SA 259) given to students at Jarrett school. LIST strengths and weaknesses of each student.

7. READ SA 266 Differential Aptitude Tests.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Examine the platform of 2 major candidates for a state or national office. **Compare.** For whom would you vote and why?

T E S T

Self-Appraisal #24

INSTRUCTION:

An aptitude test attempts to measure an individual's potential for development in a certain field or activity. After you have seen the results of your DAT, list your areas of strengths and weaknesses.

Strengths	Weaknesses
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
_____	_____
_____	_____
_____	_____

GUIDANCE LEARNING PACKET

Self-Appraisal #25

IDEA TO BE LEARNED.

Aptitudes are unique to every individual!

LEARNING OBJECTIVE.

You will be able to identify and explain in writing at least three different features of your own aptitude test results when compared with that of another student.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ SA 211 You and Your Abilities, pages 9 to 15.

2. OBTAIN a dictionary and STUDY the meanings of heredity and environment.

3. MAKE a list of all the things you feel you can do better than most people of your age and sex.

4. DISCUSS with a classmate the 3 features of your aptitude test as well as your classmate's.

5. BROWSE through SA 225 Do Your Dreams Match Your Talents?

6. READ SA 101 Personal Analysis and Future Planning, pages 152 to 167, under the heading of "What Other Abilities Have I?"

7. READ SA 103 Guidance for Youth, pages 66 to 79, under the heading of "Vocational Interests, Abilities and Aptitudes."

8. READ OE 2075 You, Your Job . . . And Change, pages 20 to 27.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Prepare a short talk to parents on "How People Are Similar, and How People Are Different." Tape record.

T E S T

Self-Appraisal #25

INSTRUCTIONS:

Review your DAT scores. SELECT three features of your results and COMPARE these results with a friend in class. EXPLAIN in writing the differences.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

GUIDANCE LEARNING PACKET

Self-Appraisal #26

IDEA TO BE LEARNED.

Aptitude can be determined by means other than testing.

LEARNING OBJECTIVE.

You will be able to describe in a paragraph, an activity that you have experienced or plan an activity whereby a particular aptitude can be determined.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 402 "What Are Your Problems"; SA 408 "Using Your Time and Ability."

2. MAKE a list of school activities, courses, or work experience in which you have had better than average success, and another list in which you have had less than average success.

3. READ SA 104 Know Yourself, pages 29 to 38.

4. MAKE a list of five hobbies and show the occupations to which each is closely related.

5. READ SA 207 Your Abilities.

6. READ SA 228 Meeting the Test, pages 116 to 127.

7. READ SA 264-A A Brief Interpretation of Differential Aptitude Scores.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Offer your services to one of the many volunteer service organizations in the community.

T E S T

Self-Appraisal #26

INSTRUCTION:

The DAT measures certain aptitudes. However, there are other means of determining whether you have an aptitude for learning something new.

In a short paragraph, describe an activity that can help you determine a particular aptitude.

GUIDANCE LEARNING PACKET

Self-Appraisal #27

IDEA TO BE LEARNED.

People are different in many ways.

LEARNING OBJECTIVE.

You will be able to name a fellow student and give five descriptions of the differences between this student and yourself.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 405 "You and Your Mental Abilities."

2. READ SA 206 All About You, pages 3 to 6.

3. USE a scale from 1 to 10 to rate two friends or relatives on the following traits: dependability, sense of humor, responsibility, courtesy, patience, tolerance and cheerfulness. CONSTRUCT your own chart for this.

4. READ SA 248 Exploring Your Personality, pages 6 to 14.

5. ANSWER the 9 questions on pages 35 and 36 of SA 206 on a separate sheet of paper and ask a classmate to do the same. COMPARE your answers. How many questions did you both answer in the same way?

6. LISTEN to tape SA 505-B "How Are People Different?"

7. VIEW filmstrip SA 415-A "What Do You Like to Do?"

8. READ OE 2075 You, Your Job . . . and Change, pages 1 to 27.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read a sociology book on different cultures.

T E S T

Self-Appraisal #27

INSTRUCTIONS:

Select one student from your class and describe five ways in which you are different.

Other Student: _____

We are different in the following ways:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

GUIDANCE LEARNING PACKET

Self-Appraisal #28

IDEA TO BE LEARNED.

People work for different reasons but there are general goals that are common to all people.

LEARNING OBJECTIVE.

You will be able to write at least five general goals that are common to all people.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 423 "Reasons Why People Work."

2. READ SA 242 Discovering Yourself, pages 13 to 18.

3. LIST, in order of importance to you, what you think are worthwhile goals. ASK a classmate to do the same and COMPARE your goals.

4. READ SA 251 You, Today, and Tomorrow, pages 33 to 51.

5. LISTEN to tape SA 507 "Why Work."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.

Explain in writing "Survival of the Fittest" in regard to the animal world. Give examples.

T E S T

Self-Appraisal #28

INSTRUCTION:

List five or more general goals that are common to all working people.

GUIDANCE LEARNING PACKET

Self-Appraisal #29

IDEA TO BE LEARNED.

Everyone has certain likes and dislikes.

LEARNING OBJECTIVE.

You will be able to list 5 of your likes and 5 of your dislikes.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 404 "Child Needs Guidance" or SA 401 "Discovering Your Real Interest."

2. READ SA 209 Exploring Children's Interests, pages 4 to 7.

3. GET together with a friend or classmate, and see whether you can agree on 5 activities you both like, and 5 activities you both dislike.

4. READ SA 248 Exploring Your Personality, pages 22 to 27.

5. READ SA 206 All About You.

6. SELECT 2 persons you know who are not friends with each other. For each, LIST 5 likes and 5 dislikes. COMPARE. Do you think they would make good friends?

1. _____

2. _____

3. _____

4. _____

5. _____

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Research computerized dating.
(boy-girl)

T E S T

Self-Appraisal #29

INSTRUCTIONS:

Everyone has certain likes and dislikes. In appraising yourself you need to know your own likes and dislikes.

LIST five of your likes and five of your dislikes.

I LIKE:

1. _____
2. _____
3. _____
4. _____
5. _____

I DISLIKE:

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDANCE LEARNING PACKET

Self-Appraisal #30

IDEA TO BE LEARNED.

Everyone has certain strengths and weaknesses.

LEARNING OBJECTIVE.

You will be able to list five strengths and five weaknesses that you see in yourself.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW FILMSTRIP SA 405 "You and Your Mental Abilities" and filmstrip SA 401 "Discovering Your Real Interest."

2. LISTEN to tape SA 401, side B, "What Are You Like?"

3. CHOOSE an occupation which interests you now, and CHECK to see whether your personality and character traits would enable you to succeed in that occupation.

4. SELECT someone you know well. List confidentially five strengths and 5 weaknesses you see in him.

5. READ and DO self-appraisal assignment on pages 28 to 32 in OE 252 Planning Your Life's Work.

6. READ SA 214 Your Personality and Your Job, pages 44 to 48.

7. VIEW filmstrip SA 409 "Nature of Job" or SA 402 "What Are Your Problems?"

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read the biography on one of the following: Hitler, Mussolini, Salazar, Fidel Castro, Napoleon. ANALYZE the person's strengths and weaknesses.

T E S T

Self-Appraisal #30

INSTRUCTION:

Everyone has certain strengths and weaknesses and in order to make realistic personal, educational or vocational plans, you should be able to identify these areas.

List 5 strengths and 5 weaknesses that you see in yourself.

Strengths

1. _____
2. _____
3. _____
4. _____
5. _____

Weaknesses

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDANCE CONCEPTS IN OCCUPATIONAL EXPLORATION

1.0 An individual's personal vocational decision is influenced by his awareness of the values of a work oriented society.

- 1.1 Every honorable and worthwhile occupation has a dignity of its own and is important.
- 1.2 Work holds potential for personal as well as financial rewards.
- 1.3 There are societal work values attached to work in our society.
- 1.4 Work provides a means making a societal contribution as well as gaining societal rewards.
- 1.5 An individual can have a productive and rewarding career in a variety of ways.
- 1.6 There is no vocation that is completely satisfying; every occupation has its disadvantages.
- 1.7 Work is a means for self-fulfillment and obtaining social acceptability.
- 1.8 Work satisfactions and life satisfactions depend upon individual outlets for abilities, interests, personality, and values.

2.0 An awareness of the world of work precedes occupational choice.

- 2.1 Each occupational level has different requirements and skills.
- 2.2 Each occupational level has different economic and social rewards.
- 2.3 Each occupational level has different work roles and social roles.
- 2.4 The world of work has an occupational structure which constantly changes as occupations develop or diminish.
- 2.5 There are significant and changing trends in employment in different occupations which reveal opportunities for employment.

3.0 Process of vocational development is that of developing and implementing a self-concept.

- 3.1 An accurate perception of oneself in relation to the world of work is a prerequisite to occupational choice.
- 3.2 Individual differences relevant to vocational choice are both necessary and desirable.
- 3.3 Knowledge and skills acquired in different subject matter areas relate to performance in different work roles.
- 3.4 Individuals have different occupational potentials and limitations, abilities, interests, and motivation.
- 3.5 Self attitudes and emerging values toward various social roles and work roles at different occupational levels influence vocational choice.
- 3.6 Team work is important in different work settings; there must be cooperation to reach a common goal.
- 3.7 Most individuals have many talents and interests and are able to work in several different occupations with reasonable success and happiness.

4.0 The direction of vocational choice should reflect individual decisions, plans, and value pattern consistent with interests and abilities.

- 4.1 Vocational choice is process of compromise between individual and social factors, and self-concept and reality.
- 4.2 Vocational choice is made from several occupational alternatives which are consistent with abilities and indicated interests.
- 4.3 Hobbies, extra-curricular activities, and exploratory experiences provide reality testing of occupational choices, abilities, and interests.

5.0 Vocational development is an on-going, continuous and generally irreversible process.

5.1 Vocational preferences and competencies, and changing work and social situations make choice and adjustment a continuous process.
5.2 The process in a series of life stages: growth, exploration, establishment, maintenance, and decline.

6.0 Process of vocational development during the life stages is characterized by certain types of behavior.

6.1 "Fantasy" period in grades K-3; ages 5-9.

6.11 Lack of reality, ignoring of abilities and potentials, no time perspective.
6.12 Primary developmental task: change from play orientation to work orientation.
6.13 Preferences change gradually from pleasure activities to activities with extrinsic value (e.g., approval, success, rewards).
6.14 Identification with and acting like adults (e.g., play acting and make-believe adult roles).

6.2 Interest stage of "tentative" choice period in grades 4-6; ages 10-12.

6.21 Recognition of need for career direction.
6.22 Growing concern for activities like and disliked.
6.23 Consideration of areas of future occupational choice.

6.3 Capacity and value stage of "tentative" choice period in grades 7-9; ages 13-15.

6.31 Concept of ability-interest relationship.
6.32 Commitment to discover self.
6.33 Concept of service to society, life styles of occupations, broader time perspective.
6.34 Awareness of developmental level in terms of readiness to make and factors affecting choices.
6.35 Concern with the need and readiness to make tentative choices.
6.36 Orientation to kinds and sequences of choices to be made.
6.37 Guided exploration about broad fields of work.

6.4 Capacity and value stage of "tentative" choice period in grades 10-12; ages 16-18.

6.41 Concern with more immediate and realistic vocational decisions.
6.42 Assuming more responsibility for decisions and independence to act and plan.
6.43 Understanding meaning of jobs -- preparation, salaries, and life styles.
6.44 Awareness of interruptions/delays in vocational plans -- marriage, selective service, etc.

7.0 Vocational development is an orderly, patterned, and predictable process.

7.1 Individuals are expected to master the same series of developmental tasks, some of which pertain to vocations.

7.2 The aim of vocational development is eventual vocational adjustment.

8.0 Vocational development is a dynamic process extending over several years.

8.1 There is interaction and integration of self with environmental factors.
8.2 There is compromise and/or synthesis of personal-social factors, self-concept and reality, existing/new reaction patterns.

9.0 There is a place for every person in the vocational structure of the nation.

9.1 An individual has the potential to develop and succeed in several different occupations.
9.2 Individual and occupational differences are important in determining the meaningfulness of a vocation to an individual.
9.3 Any one occupation can be fulfilled by persons with different traits.
9.4 A person's lifetime career is often made up of several different but related occupations.

GUIDANCE LEARNING PACKET

Occupational Exploration #1

IDEA TO BE LEARNED.

Most subjects in school will in some way help you in your future vocation.

LEARNING OBJECTIVE.

You will be able to explain in short paragraphs how each of your present courses can aid you in a prospective vocation of your choice.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape OE 503, part 1, with filmstrip OE 428 "Preparing for the World of Work."

2. READ EP 207 High School Subjects Can Lead to Your Life's Work.

3. LISTEN to tape OE 508, side A, "Careers Unlimited."

4. READ OE 267-B Rising Level of Education.

5. READ OE 2029 Careers in Collection.

6. READ and DO assignment 1 on pages 22 and 23 on OE 252 Planning Your Life's Work.

7. READ EP 296 School Subjects and Careers.

8. VIEW filmstrip EP 424-A "What Good Is Schools?"

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

WRITE a theme on the subject of education in the year 2000.

T E S T

Occupational Exploration #1

INSTRUCTION:

After each of the subjects listed below, WRITE a short statement on HOW these subjects will help you in your career choice(s):

1. ENGLISH - _____

_____

2. SOCIAL STUDIES - _____

_____

3. PHYSICAL EDUCATION - _____

_____

4. GUIDANCE - _____

_____

5. MATH - _____

_____

6. _____(elective) - _____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration # 2

IDEA TO BE LEARNED.

Non-academic school activities also contribute to success on the job.

LEARNING OBJECTIVE.

You will be able to list five or more ways in which non-academic school activities can help you to develop desirable traits for a chosen vocation.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. INTERVIEW a person in the occupation you may be interested. Did he participate in non-academic activities? Did it help him? Is he happy in his job? Does he have any regrets? Advice to you? You may want to tape this.

2. READ SA 104 If You Had Your Choice, pages 44 to 57.

3. LOOK over EP 209 High School Ahead, pages 18 to 21.

4. READ EP 211 What Good Is High School?, pages 19 to 24.

5. LISTEN to tape OE 506, side B, "Careers Unlimited."

6. VIEW filmstrip OE 431 while listening to tape OT 505, Part 1, "Getting and Keeping Your First Job."

7. READ SA 233 Charting Your Job Future, page 29.

8. LISTEN to tape OE 520 "School Activities Can Prepare for the World of Work."

9. LISTEN to tape OE 524 "Mr. Yee Talks About Junior Achievement." THEN, LOOK at OE 2076.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read a book on personnel management.

T E S T

Occupational Exploration # 2

INSTRUCTION

Non-academic activities often help to develop personal traits that are desirable in the world of work. LIST 5 ways in which non-academic activities promote the development of desirable traits.

1.

2.

3.

4.

5.

GUIDANCE LEARNING PACKET

Occupational Exploration #3

IDEA TO BE LEARNED.

There are key words that appear often in the study of occupations.

LEARNING OBJECTIVE.

Given a list of ten vocabulary words relating to occupations, you will be able to select the correct definitions for at least five.

LEARNING ACTIVITIES: (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. FIND and STUDY at least ten of the words below that you are unsure of.

   Interest, aptitude, vocation, seasonal work, automation, white-collar job, blue-collar job, renumeration, fringe benefits, avocation, contract, apprentice, wages, salary, journeyman, trade, master tradesman, compensation, wholesale, retail, job description, promotion, demotion, semi-skilled, bonus, commission.

2. MAKE A LIST of vocabulary words commonly used in the occupation of your choice. CHECK this list with the teacher.

3. LOOK in the classified section of your newspaper under "Help Wanted."

4. VIEW filmstrip OE 418 "Apprenticeship."

5. LISTEN to tape OE 523-A "Kupau Speaks on Labor."

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

MAKE a crossword puzzle.

T E S T

Occupational Exploration # 3

INSTRUCTIONS:

MATCH the words in the left column with the comments.

_____ Blue-collar job	a. an office job
_____ Avocation	b. a person's hobby
_____ Renumeration	c. housing, free medical plan, etc.
_____ Apprentice	d. Semi-skilled manual job
_____ Salary	e. Sales at a store
_____ Fringe benefits	f. Advancement in position
_____ Retail sales	g. Pay in monthly or yearly figures
_____ White-collar job	h. trainee
_____ Promotion	i. an agreement
_____ Contract	j. pay

GUIDANCE LEARNING PACKET

Occupational Exploration #4

IDEA TO BE LEARNED.

One can learn about occupations in many ways.

LEARNING OBJECTIVE.

You will be able to list 5 or more ways by which a person can learn about occupations.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW one of these filmstrips--OE 402 "Choosing a Career" or OE 422 "Exploring the World of Work."

2. LISTEN to one of these tapes--OE 506, side A, "Careers Unlimited" or OE 509, side A, "Careers Unlimited."

3. INTERVIEW a personnel officer of a company or agency.

4. LOOK OVER OE 2065 A Technique for Surveying Vocations; then, WRITE, in outline form, a step-by-step approach that you can use in finding out about any job. LOOK OVER "OE" reference materials in your classroom.

5. LOOK OVER OE 281 Career Choice and Career Preparation.

6. READ OE 2066 How to Study Occupations.

7. LOOK OVER employment opportunity bulletins posted at public libraries. LIST those that you may qualify for after high school.

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

RESEARCH HOW library materials are filed (STUDY the Dewey Decimal System).

T E S T

Occupational Exploration #4

INSTRUCTION:

Learning about and choosing an occupation take most people a long time. Before we can make a choice, we need to have some knowledge of what is involved in a job and its requirements. LIST 5 or more different ways a person can find out about occupations.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration # 5

IDEA TO BE LEARNED.

Every job has its bad points as well as good points.

LEARNING OBJECTIVE.

Given a job title with its job description, you will be able to list the good points and the bad points as it applies to yourself.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape OE 505 with filmstrip OE 432 "Getting and Keeping Your First Job."

2. READ OE 101 What It's Like to Work, pages 120 through 134.

3. INTERVIEW two or three teachers to get their views on the advantages and disadvantages of teaching.

4. LOOK OVER OE 101 Occupations and Careers. READ about jobs that might interest you--LIST 5.

5. LOOK OVER OE 104 Handbook of Job Facts. READ about jobs that might interest you--LIST 5.

6. WRITE 2 job descriptions--one with all good points and one with all bad points as it applies to you.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

ANALYZE the Love's commercial or any other commercial on TV.

T E S T

Occupational Exploration #5

INSTRUCTIONS:

LIST your present career choice and WRITE a short description of it. THEN, LIST 3 good points and 3 bad points about this career.

Career Choice: _____

Description: _____

_____

_____

Good Points: 1. _____

2. _____

3. _____

Bad Points: 1. _____

2. _____

3. _____

GUIDANCE LEARNING PACKET

Occupational Exploration #6

IDEA TO BE LEARNED.

Jobs are classified in several ways.

LEARNING OBJECTIVE.

You will be able to select fifteen different job titles and group these jobs under the correct headings.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW all filmstrips, OE 404 "Hotel Occupations" through OE 417 "Unskilled Workers."

2. EXPLORE the Dictionary of Occupational Titles. Refer to OE 265 Training Manual for the Dictionary of Occupational Titles.

3. READ OE 2051 Occupational Outlook Brief.

4. READ OE 208 Exploring Occupations.

5. INVESTIGATE OE 221 to OE 237 Job Family Series.

6. VIEW filmstrip OE 439-A "What Are Job Families."

7. VIEW filmstrip OE 442 while listening to tape OE 518 "The World of Work."

8. READ OE 2068 The Ten Basic Job Families.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

HOW are Want Ads classified?

T E S T

Occupational Exploration #6

INSTRUCTIONS:

Jobs can be classified into broad fields or "families." LISTED below are names of occupations. INDICATE on the blank before each job the family you think it belongs to.

Families--

A. Agriculture
B. Health
C. Mathematics
D. Science
E. Building Construction
F. Art

_____ photographer

_____ astronomer

_____ brick layer

_____ accountant

_____ veterinarian

_____ programmer

_____ physicist

_____ dress designer

_____ dairyman

_____ meteorologist

_____ horticulturist

_____ interior decorator

_____ dietitian

_____ carpenter

_____ x-ray technician

_____ botanist

_____ statistician

_____ plumber

GUIDANCE LEARNING PACKET

Occupational Exploration # 7

IDEA TO BE LEARNED.

Jobs can be classified under three broad areas.

LEARNING OBJECTIVE.

You will be able to identify jobs in three broad classifications.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrips OE 413, OE 414, OE 415, OE 417--"Unskilled, Semi-Skilled, Skilled Occupations" and OE 422 "Exploring the World of Work."

2. SELECT 10 jobs from the "Help Wanted" ads in a newspaper and INDICATE whether each is skilled, semi-skilled, or unskilled.

3. READ OE 902 In the Days of the Jets, the Shoer.

4. READ SA 104 Know Yourself, pages 98 to 100. Note the underlined levels.

5. READ OE 204 The World of Work, pages 7 to 9.

6. READ OE 2024 Positions with Federal Government in Hawaii and Pacific Area.

7. LISTEN to tapes OE 511 - 516 and VIEW filmstrips OE 433 - 437.

8. LISTEN to tape EP 514 "Field and Level in Vocations."

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

How are animals classified?

T E S T

Occupational Exploration #7

INSTRUCTIONS:

Jobs in the same field of work are often classified by the amount of training or skill necessary to do the job successfully.

Three common classifications are:

a. skilled b. semi-skilled c. unskilled

USING the three classifications above, LABEL each of the following occupations by placing a letter (a, b, or c) on the blank before the job title.

_____ Fisherman	_____ Plumber
_____ Truckdriver	_____ Gardener
_____ Electrician	_____ Machinist
_____ Lumberjack	_____ Gas Station Attendant
_____ Short-order Cook	_____ Factory Laborer

_____ carpenter

_____ fork lift operator

_____ automechanic

_____ construction laborer

_____ bus driver

GUIDANCE LEARNING PACKET

Occupational Exploration # 8

IDEA TO BE LEARNED.

There are specialized branches within each occupational category.

LEARNING OBJECTIVE.

Given a broad occupational title, you will be able to identify three specialized branches within the broad title.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LOOK in yellow pages of phone book. LIST 5 broad occupational titles and as many specialized branches you can find under each.

2. VIEW filmstrip OE 430 "Nursing."

3. READ pamphlets of your choice in Occupational Explorations Kit.

4. READ one or more of Job Family Series, OE 221 through 237.

5. READ OE 208 Exploring Occupations.

6. READ any of the following: OE 904, 245, 2015, 379, 2025, 2010, 2020.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

LIST the three branches of government and NAME some of the offices under each branch.

T E S T

Occupational Exploration #8

INSTRUCTION:

Below each occupational category, LIST at least 3 specialized branches.

Medicine

1. _____
2. _____
3. _____
4. _____

Services (not military)

1. _____
2. _____
3. _____
4. _____

Construction

1. _____
2. _____
3. _____
4. _____

Education

1. _____
2. _____
3. _____
4. _____

Clerical

1. _____
2. _____
3. _____
4. _____

GUIDANCE LEARNING PACKET

Occupational Exploration # 9

IDEA TO BE LEARNED.

In considering jobs, a person should know how much it pays.

LEARNING OBJECTIVE.

You will be able to list five job titles and write approximate starting monthly salary figures for each job title.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. EXPLORE SRA Occupational Exploration Kit or SRA Work Kit.

2. EXPLORE OE 206 Pay Rates in Hawaii, paying particular attention to the field you might consider.

3. READ OE 905 Careers--How Real is Salary Discrimination Against Women?

4. READ OE 359 Bus Facts, pages 12 and 31.

5. ACQUAINT yourself with OE 104 Handbook of Job Facts.

6. LOOK up 5 jobs you might be interested in. READ under "Earnings and Working Conditions" in OE 106 Occupational Outlook Handbook.

7. READ OE 2025 Handbook on Women Workers, pages 137 - 138, 146 - 176.

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

RESEARCH lifetime earning power of those with: (1) grammar school education (2) high school (3) college. Find information in EP 299 Get Ready and Go, page 19.

T E S T

Occupational Exploration #9

INSTRUCTION:

INDICATE the approximate starting monthly salary for the following jobs: (CHOOSE at least 5. You may add three of your own.)

	Job	Monthly Starting Salary
1.	Aerospace Engineer	_____
2.	FBI Agent	_____
3.	Hotel Clerk	_____
4.	Keypunch Operator	_____
5.	Librarian	_____
6.	Meatcutter	_____
7.	Practical Nurse	_____
8.	Registered Nurse	_____
9.	Policeman & Policewoman	_____
10.	Secretary	_____
11.	Social Worker	_____
12.	Typist	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

GUIDANCE LEARNING PACKET

Occupational Exploration #10

IDEA TO BE LEARNED.

It is important to select a job which brings personal satisfaction.

LEARNING OBJECTIVE.

You will be able to name a specific job of your choosing and list 5 reasons why the job would be personally satisfying.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 402 "Choosing a Career" and OE 423 "Why People Work."

2. READ OE 218 Exploring the World of Jobs.

3. LISTEN to tape OE 509, side B, "Careers Unlimited" and OE 507, side A, "Careers Unlimited."

4. READ OE 220, pages 35 to 40, Relating Yourself to a Job.

5. LISTEN to tape OE 503 with filmstrip OE 428 "Preparing for the World of Work."

6. LISTEN to tape SA 501, side B, "What Are You Like?"

7. DISCUSS with one or more classmates the things most important to you in life, and HOW these values can be included in one's vocation.

8. READ OE 2067 Psychological and Social Satisfactions.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

MAKE A LIST of hobbies that sometimes lead to vocations.

T E S T

Occupational Exploration #10

INSTRUCTIONS:

GIVE an occupation you are interested in and give 5 reasons why this job would be personally satisfying.

Occupation: _____

Reasons:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration #11

IDEA TO BE LEARNED.

Personal values can be of greater importance than salary.

LEARNING OBJECTIVE.

You will be able to name three or more of your personal values that you consider more important than salary.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW one of these filmstrips--
   OE 423 "Reasons Why People Work"
   OE 402 "Steps to Success"
   SA 409 "Nature of Job"

2. LISTEN to tape OE 509, side B, "Careers Unlimited" or OE 307, side A, "Careers Unlimited."

3. LISTEN to tape OE 503 with filmstrips OE 428 and OE 429--all entitled "Preparing for the World of Work."

4. LISTEN to tape SA 501, side B, "What Are You Like?"

5. READ EP 101, pages 186 to 188, Money, No Key to Success.

6. READ "The Mod God," in Beacon magazine, dated May 1970, page 13. THEN, LISTEN to tape OE 526 "Conversation with 3 Ex-Freaks."

7. LISTEN to tape OE 521 "Personal Values versus Money" and use the rating form that accompanies tape.

8. LISTEN to tape OE 527 "Talking With Joyce at Noriko's Beauty Salon."

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

FIND OUT ABOUT Billy Sol Estes' release from prison July 1971 and CHOOSE your own method of sharing this information.

T E S T

Occupational Exploration #11

INSTRUCTIONS:

LIST 3 or more personal values you consider to be more important than salary. BRIEFLY EXPLAIN these values.

GUIDANCE LEARNING PACKET

Occupational Exploration #12

IDEA TO BE LEARNED.

Work performed vary considerably within an occupational category according to the specialization.

LEARNING OBJECTIVE.

You will be able to describe in a paragraph the differences in work performed by two specialists that come under the same occupational title.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW any filmstrip on an occupation (OE series) of your choice.
2. INTERVIEW two specialists in the same occupation (such as a surgeon and obstetrician--both doctors) and note the differences in work performed.
3. READ any of the OE pamphlets numbered from OE 221 - 237, Job Family Series.
4. READ OE 203, pages 8 - 15, Exploring the World of Jobs.
5. LOOK through the Dictionary of Occupational Titles.
6. READ OE 2047 Your Career With The Airlines.
7. LISTEN to tape OE 523 "Kupau Speaks on Labor." STOP when you are able to LIST the carpenter specialists he mentions.
8. LISTEN to tape OE 524 "Yee Speaks About Junior Achievement."

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

WRITE about an ant or bee colony.

T E S T

Occupational Exploration #12

INSTRUCTIONS:

CHOOSE an occupational field from the following list. SELECT two specialties within that field and DESCRIBE the work performed under each.

Nurses	Clerks	Contractors	Photographers
Dentists	Physicians	Engineers	Salesmen
Carpenters	Electricians		

Occupational Field: _____

Specialty: _____

Work Performed: _____

_____

_____

_____

_____

_____

Specialty: _____

Work Performed: _____

_____

_____

_____

_____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration #13

IDEA TO BE LEARNED.

There are advantages in preparing for a broad occupational area rather than a specific career.

LEARNING OBJECTIVE.

You will be able to name one broad area of work that is on the decline and one that is on the rise and write the source of information.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 422 "Exploring the World of Work."

2. LISTEN to tape OE 510 "What My Future" or OE 503, part 2, with filmstrip OE 429 "Preparing for the World of Work."

3. LISTEN to tape OE 502 "If you're Not Going to College," part 2, with filmstrip OE 427 "If You're Not Going to College."

4. ACQUAINT yourself with OE 208 Exploring Occupations.

5. COLLECT newspaper articles and pictures concerning one broad occupational area, such as Agriculture or Science or Education.

6. GLANCE through OE 106 Occupational Outlook Handbook.

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

MAKE an intensive study of one occupation. USE OUTLINE in OE 324 Educational-Occupational Unit, page 9, paragraph #13.

T E S T

Occupational Exploration # 13

INSTRUCTIONS:

INDICATE whether the following jobs are on the rise or on the decline: (WRITE "rise" or "decline" on each blank.)

1. Hotel Service Workers _____
2. Retail Sales Workers _____
3. Agricultural Workers _____
4. Construction Workers _____
5. Teachers _____

SHOW in writing where you researched each answer.

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDANCE LEARNING PACKET

Occupational Exploration #14

IDEA TO BE LEARNED.

You are able to find 35,550 job titles in the Dictionary of Occupational Titles.

LEARNING OBJECTIVE.

Given 5 specific job titles, you will be able to find and copy the definitions of the jobs from the Dictionary of Occupational Titles.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. GET volumes I and II of the Dictionary of Occupational Titles, and WRITE two sentences showing how the volumes are different.

2. USE Dictionary of Occupational Titles, volume I

   (a) FIND and WRITE the definition of a job you might consider for yourself.
   (b) READ pages XV and XVI: Content
   (c) LOOK at your definition and UNDERLINE the What, Why, How, Functions, Aptitudes & Interests, Physical Demands and Working Conditions as done in the samples on pages XV and XVI.
   (d) DETERMINE whether you are still interested in the job.

3. READ OE 284 Job Guides to see how others describe jobs.

QUEST SUGGESTION: (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Become an "authority" on using the Dictionary of Occupational Titles and be able to write classification numbers for the job descriptions. SEE OE 265 Training Manual for the Dictionary of Occupational Titles.

T E S T

Occupational Exploration # 14

INSTRUCTION:

Using the Dictionary of Occupational Titles, DEFINE the following job titles:

a. podiatrist - _____

_____

_____

_____

b. actuary - _____

_____

_____

_____

c. drifter - _____

_____

_____

_____

d. fluxman - _____

_____

_____

_____

e. glazier - _____

_____

_____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration # 15

IDEA TO BE LEARNED.

You should know prospective local employers for your choice of occupation.

LEARNING OBJECTIVE.

You will be able to list 5 local employers for your choice of occupation.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

FIRST DECIDE on a possible occupational choice by looking over OE 104 Handbook of Job Facts.

THEN CHOOSE one or more of the following sources of information:

1. Yellow pages of telephone directory.
2. Writing to one of your Chambers of Commerce.
3. Want ads in local newspapers.
4. Contact an employment agency.
5. Contact a local labor union.
6. Look over OE 201 Vocational Guidance Leaflets.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Research mainland employment opportunities for your choice of occupation.

T E S T

Occupational Exploration # 15

INSTRUCTION:

Name a tentative occupational choice and list five or more local prospective employers.

Tentative Occupational Choice: _____

Local Prospective Employers:

1. _____
2. _____
3. _____
4. _____
5. _____

_____

_____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration #16

IDEA TO BE LEARNED.

Some people have physical or other handicaps that need to be considered in choosing a job.

LEARNING OBJECTIVE.

You will be able to describe a personal physical or health problem and list at least two occupations that would not be suitable for you.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 402 "What Are Your Problems" or OE 402 "Choosing a Career."

2. LISTEN to tape OE 506 "Careers Unlimited;" or tape OE 505, part 1, with filmstrip OE 431.

3. READ OE 906 Blind Teenagers Rap Employers of Handicapped.

4. NAME one or more physical characteristics essential to success in each of the following jobs:

   (a) truck driver
   (b) jockey
   (c) fireman
   (d) stewardess
   (e) radio announcer
   (f) astronaut
   (g) policeman
   (h) barber
   (i) fashion model

5. READ OE 266 Introduction to Vocations, pages 17 to 19.

6. READ OE 912 Sick Men Who Ruled the World.

7. READ OE 2075 You, Your Job . . . and Change, pages 8 to 16.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Franklin D. Roosevelt and John F. Kennedy had physical handicaps. What were their handicaps and how did these handicaps affect their lives?

T E S T

Occupational Exploration #16

INSTRUCTIONS:

An individual's personal handicaps are important factors that need to be considered when seeking a job.

WRITE a short description of a physical or other handicap and LIST at least two occupations that would not be suitable for you.

If you are not handicapped in any way, APPLY this to a friend.

GUIDANCE LEARNING PACKET

Occupational Exploration #17

IDEA TO BE LEARNED.

A worker's attitude towards his work is closely related to successful performance on the job.

LEARNING OBJECTIVE.

You will be able to list five attitudes that contribute to success on a job.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 419 "Points on Keeping a Job" or OE 420 "Holding a Job" or SA 409 "Nature of Job."

2. LISTEN to tape OE 508, side B, "Careers Unlimited."

3. LISTEN to tape OE 505, part 2, with filmstrip OE 432 "Getting and Keeping Your First Job."

4. LISTEN to tape SA 508-B "Not Dissidents, Quest for Advancement."

5. DO assignment 1, 2, or 3 on pages 31 to 35 on OE 252 Planning Your Future.

6. READ SA 214 Your Personality and Your Job.

7. LISTEN to OE 523 for 15 minutes "Kupau Speaks on Labor."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Write a job description which would include not only education and training but also some highly desirable personal traits.

T E S T

Occupational Exploration #17

INSTRUCTION.

Certain attitudes toward work are considered "good" and are closely related to success on a job. LIST 5 attitudes toward work that you feel will contribute to success on a job.

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDANCE LEARNING PACKET

Occupational Exploration #18

IDEA TO BE LEARNED.

Lack of skill is not the major cause of workers losing their jobs; workers lose their jobs more often because of unsuitable personal traits.

LEARNING OBJECTIVE.

You will be able to list five or more undesirable personal traits related to work.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 409 "Nature of a Job" or OE 403 "Steps to Success" or OE 420 "Holding a Job."

2. LISTEN to tape OE 507, side B, "Careers Unlimited."

3. READ OE 204 The World of Work, pages 30 to 33.

4. READ OE 205 Jobs in Your Future, pages 68 and 69. DO exercise on pages 70 - 71 on another sheet of paper. Answers are on yellow pages at the back of book, page 7, top right hand column.

5. READ OE 2069 The Spring Carnival. WRITE an ending to the story. Tell whether Leilani goes or not or tell the story from the father's point of view.

6. READ EP 101 "Causes of Failure on the Job," pages 60 and 61.

7. READ SA 243 Attitudes and Your Work Ways, pages 17 to 21.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

IMAGINE yourself as manager of a small office; then prepare a short talk to a group of new employees, stressing both desirable and undesirable personal traits. Record it on tape and listen to your talk.

T E S T

Occupational Exploration #18

INSTRUCTION:

Workers very often lose their jobs, not because they lack certain skills, but because they show certain unsuitable personal traits.

LIST five unsuitable work traits:

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDANCE LEARNING PACKET

Occupational Exploration # 19

IDEA TO BE LEARNED.

Some jobs are not suitable for certain individuals because of lack of talent and interest in those jobs.

LEARNING OBJECTIVE.

You will be able to list five different jobs that do not match your talents or interests.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ through a few of the pamphlets in the Occupational Explorations Kit.

2. WRITE an essay. Imagine yourself in an occupation you have no talent or interest for. DESCRIBE a typical day in this job.

3. LISTEN to tape OE 506, sides A and B, "Careers Unlimited."

4. READ "The Mod God," in the Beacon magazine of May 1970, page 13.

5. LISTEN to tape OE 507, side A, "Careers Unlimited."

6. READ SA 235, pages 53 to 59, Looking at You.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Investigate the vocational rehabilitation program in Hawaii.

T E S T

Occupational Exploration # 19

INSTRUCTIONS:

LIST 5 occupations that you feel are not suitable for you. To the right of each occupation, LIST reasons why you feel that the occupation would not be suitable for you.

Occupations	Reasons
1.	-
2.	-
3.	-
4.	-
5.	

GUIDANCE LEARNING PACKET

Occupational Exploration #20

IDEA TO BE LEARNED.

Most individuals have many talents and interests which would enable them to work at several different jobs successfully.

LEARNING OBJECTIVE.

You will be able to list five different jobs that would suit your talents and interests.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ OE 901 Puuwaawaa Bees Are Real Honeys!

2. LIST talents and interests you think you have. THEN, have a frank talk with a close friend or relative. ASK them what they think your talents or interests are. LIST them. COMPARE.

3. READ articles about men who chose ministry and why. Refer to The Honolulu Advertiser, dated July 18, 1970 and July 25, 1970 (page A-14).

4. READ about Albert Schweitzer. SEE encyclopedia or ASK librarian for help.

5. READ about Eddie Anderson in the Beacon magazine of February 1970, page 17 (OE 307).

6. LOOK through OE 281 Career Choice and Career Preparation.

7. VIEW filmstrip SA 409 "Nature of Job."

8. LISTEN to tape OE 506, sides A and B, "Careers Unlimited."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read an autobiography or biography of a famous person and PREDICT his probability of success had he chosen some other career.

T E S T

Occupational Exploration #20

INSTRUCTIONS:

In the left column, LIST 5 occupations you may be interested in. To the right column, LIST your talents and interests that would enable you to work successfully in each of these jobs.

Occupations	Personal Talents-Interests
1.	-
2.	-
3.	-
4.	-
5.	-

GUIDANCE LEARNING PACKET

Occupational Exploration #21

IDEA TO BE LEARNED.

Some jobs are highly dependent upon each other.

LEARNING OBJECTIVE.

You will be able to name three or more jobs that are highly dependent upon each other and discuss their relationships in writing.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrips on occupations--OE 404 through OE 417; also, OE 424 and OE 425.

2. READ JOB descriptions in volume I of Dictionary of Occupational Titles. FIND two or more jobs and SHOW how the work one does is dependent on another's.

3. SELECT an item, like a can of pineapple, a dress, or a bag of sugar, and LIST the people who had a part in producing this item. WRITE a short story on the relationship of these workers.

4. DEFINE "specialist." Name 3 specialists in one field of work. LOOK in OE 106 Occupational Outlook Handbook for help.

5. LOOK at the Table of Contents of OE 203 Exploring the World of Jobs. Read chapters that interest you.

6. LISTEN to tape OE 524 "Mr. Yee Talks About Junior Achievement."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Define "parasite" and "host" in reference to the animal and plant kingdoms. Name one of these relationships for each kingdom.

T E S T

Occupational Exploration #21

INSTRUCTIONS:

From the list below, SELECT 3 careers that are highly dependent upon each other and in a paragraph, tell in writing, how these jobs are related.

a. doctor	d. contractor	g. anesthetist
b. cannery worker	e. truck driver	h. architect
c. carpenter	f. nurse	i. pineapple picker

YOUR CHOICES: 1. _____

2. _____

3. _____

RELATIONSHIP: _____

GUIDANCE LEARNING PACKET

Occupational Exploration #22

IDEA TO BE LEARNED.

All jobs contribute in some way to our way of living.

LEARNING OBJECTIVE.

You will be able to name three job titles and explain how each job contributes something to the community.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW at least 3 filmstrips on occupations--OE 404 through OE 417; also, OE 424 and OE 425.

2. LOOK through the "Help Wanted" ads in a newspaper. SELECT several jobs and EXPLAIN how each contributes to our way of life.

3. NAME 5 occupations that have to do with each of the following: dealing with people, dealing with things, dealing with ideas. USE Dictionary of Occupational Titles.

4. SELECT 5 jobs from the Occupational Exploration Kit OE 202 and EXPLAIN how each can make a contribution to our way of living.

5. LISTEN to any tape in the interview series entitled "What's It Like?"

6. LOOK at picture in SA 235, page 73, and DO Activity No. 23.

7. TALK to your parents or relatives and WRITE a paragraph on how their jobs contribute something to the community.

8. THINK of your favorite breakfast. Name all the workers who helped to make this breakfast possible.

9. MAKE A BULLETIN BOARD DISPLAY of selected workers.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Research discriminating practices in employment in Hawaii or on the mainland.

T E S T

Occupational Exploration #22

INSTRUCTIONS:

From the list of job titles, SELECT 3 and EXPLAIN how each contributes to our way of living.

a. airline pilot	d. beautician	g. electrician
b. teacher	e. custodian	h. nurse
c. truck driver	f. musician	i. waiter

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration #23

IDEA TO BE LEARNED.

In applying for jobs, the applicant should be prepared to give certain personal information usually asked for in most job application forms.

LEARNING OBJECTIVE.

You will be able to list five or more personal information questions that are usually asked for in job application forms.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 401 "Let's Look at Careers."
2. LISTEN to tape OE 501 with filmstrip OE 426 "If You're Not Going to College," part 1.
3. LISTEN to tape OE 505, part 1, with filmstrip OE 431 "Getting and Keeping Your First Job."
4. READ OE 204 The World of Work, pages 19 to 21.
5. READ EP 101 "What is the Job Application Blank," pages 55 - 56.
6. DO activity on page 20 of OE 253 Planning Your Future.
7. READ OE 913 A Haircut is Still Best Assurance of Landing Jobs.
8. READ OE 2017 Can I Get the Job?
9. LOOK over job application forms in OE 2063.
10. READ OE 2075 You, Your Job . . . and Change, pages 28 - 39.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

How do police detectives gather information?

T E S T

Occupational Exploration #23

INSTRUCTION:

LIST 5 or more personal information questions that are usually asked for in job application forms.

1.

2.

3.

4.

5.

GUIDANCE LEARNING PACKET

Occupational Exploration #24

IDEA TO BE LEARNED.

All pertinent information should be presented in an orderly manner in a job application letter.

LEARNING OBJECTIVE.

You will be able to write a job application letter containing all the pertinent information and presented in an orderly manner.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 401 "Job Interview."

2. LISTEN to tape OE 501 with filmstrip OE 426 "If You're Not Going to College."

3. READ OE 280 Getting a Job, pages 58 and 62. STUDY letters on pages 59, 60, 64, and 65.

4. READ EP 101 "Making Written Application For a Job," pages 56 to 58.

5. SELECT 3 job offerings from the "Help Wanted" section of a newspaper and WRITE letters of application for each.

6. INTERVIEW a person who does hiring and ask him about his techniques.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Write 3 want ads. Choose one occupation from each of the following broad areas: laborer, clerical, professional.

T E S T

Occupational Exploration #24

INSTRUCTIONS:

WRITE a letter of application for a job as sales clerk or service station attendant and GIVE the following information: personal data (age and sex), educational level, previous work experience, if any, hobbies or interests or extra-curricula activities, and WHY you believe you qualify for the job.

GUIDANCE LEARNING PACKET

Occupational Exploration #25

IDEA TO BE LEARNED.

The economic health of the nation is closely related to employment opportunities.

LEARNING OBJECTIVE.

You will be able to write a description of a depression period and a boom period in terms of employment opportunities.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape OE 502 with filmstrip OE 427 "If You're Not Going to College."

2. READ OE 261 Vocational Outlook For the 1970's and the 1980's.

3. LISTEN to tape OE 522 "The Danger Signals Are There;" then READ OE 917 regarding trades.

4. FIND out what the unemployment rate is in your state and COMPARE that with the nation as a whole. Refer to The Honolulu Advertiser, dated July 31, 1970, OE 322 "40,000 Persons On Welfare " or a more recent article on this subject.

5. READ OE 918 Professional Jobs Tight.

6. LOOK over economic newsletters published by Bank of Hawaii and First Hawaiian Bank. Find them in OE 331 envelope.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Familiarize yourself with the stock market.

T E S T

Occupational Exploration #25

INSTRUCTION:

The economy of the country greatly influences job opportunities. DISCUSS in short paragraphs how each of the following economic conditions affects employment opportunities:

a. Economic Depression -

b. Economic Boom -

GUIDANCE LEARNING PACKET

Occupational Exploration #26

IDEA TO BE LEARNED.

What people want and are willing to pay for bring about changes in employment opportunities.

LEARNING OBJECTIVE.

You will be able to list two or more ways in which the wants of the general public have affected employment opportunities.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape OE 501 with filmstrip OE 426 "If You're Not Going to College."

2. READ OE 267 Occupational Employment Trends.

3. LISTEN to tape OE 509, side A, "Careers Unlimited."

4. READ OE 207 Job Guide for Young Workers 1969 - 70 Edition.

5. READ OE 919 Of Things To Come.

6. SUPPOSE someone gives you $20.

   (a) You are to spend all of the money.
   List what you would do with the money and what effect each item on your list will have on someone's job.
   (b) You are going to save all the money. What effect will this have?

7. CONSTRUCT a chart or bulletin board showing the "circular flow" concept of economics. Refer to Introduction to Vocation, OE 266, pages 40 to 42.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Trace the development of the hotel service industry in Hawaii.

T E S T

Occupational Exploration #26

INSTRUCTIONS:

Public demand for certain products or services often bring about changes in employment opportunities. List and explain two or more ways in which the wants of the general public have brought about changes in job opportunities.

1. _____

_____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

GUIDANCE LEARNING PACKET

Occupational Exploration #27

IDEA TO BE LEARNED.

Most jobs available today were not even known twenty years ago.

LEARNING OBJECTIVE.

You will be able to name three or more jobs that have been created in recent years and briefly describe in writing how it came about.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 422 "Exploring the World of Work."

2. LISTEN to tape OE 509, side A, "Careers Unlimited."

3. LISTEN to tape OE 502 with filmstrip OE 427 "If You're Not Going to College."

4. READ OE 213 The Occupational World, pages 29 to 48.

5. READ OE 261 Vocational Outlook for the 1970's and the 1980's.

6. READ OE 2030 The Technical Revolution.

7. READ OE 2026 Good Training, Good Jobs.

8. READ OE 358 Your Career As An Aerospace Engineer, pages 2 - 3.

9. READ OE 2018 Technology and Manpower In the Health Service Industry, pages 73 - 78.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Let your imagination run wild and write a job description for a position in the year 2170.

T E S T

Occupational Exploration #27

INSTRUCTION:

Name three or more jobs that have been created in recent years and briefly describe how it came about.

GUIDANCE LEARNING PACKET

Occupational Exploration #28

IDEA TO BE LEARNED.

In today's world of work, new jobs are constantly being added.

LEARNING OBJECTIVE.

You will be able to name at least five jobs which have been created in the last ten years.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ OE 322 The Honolulu Advertiser, article on "How To Get a Job in the 1980's." LIST broad areas where job market is great today.

2. READ about Love's Bakery in the Beacon magazine, dated April 1970, page 40.

3. LOOK over pie charts in OE 323 Highlights.

4. LISTEN to tape OE 502 with filmstrip OE 427 "If You're Not Going to College."

5. LOOK at OE 261 Vocational Outlook for the 1970's and the 1980's on pages 5 and 6.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Read a book or magazine article on automation or magazine article on cybernetics.

T E S T

Occupational Exploration #28

INSTRUCTION:

From the list below, place an X before the occupations that have been created within the last 10 years.

_____ plumber

_____ astronaut

_____ teacher

_____ carpenter

_____ paramedics

_____ secretary

_____ space engineer

_____ moon scientist

_____ computer programmer

_____ hairdresser

_____ insurance salesman

_____ urban planner

_____ postman

_____ auto mechanic

_____ ecologist

_____ electrician

_____ fireman

GUIDANCE LEARNING PACKET

Occupational Exploration #29

IDEA TO BE LEARNED.

Although automation has created new jobs, it has also eliminated many jobs.

LEARNING OBJECTIVE.

You will be able to name three or more jobs that have been eliminated because of automation and briefly describe in writing how this happened.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 422 "Exploring the World of Work."

2. LISTEN to tape OE 509, side A, "Careers Unlimited."

3. READ OE 101 Tomorrow's Jobs, pages 31 - 43.

4. READ OE 267 Occupational Employment Trends - Hawaii.

5. WRITE a short composition in which you make a prediction that certain jobs available today will not be in existence a few years from now. SHOW this to the teacher.

6. READ OE 907 He Sticks To The Old Grind.

7. READ OE 267 Changing Occupational Needs
   Occupational Employment Trends

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Do a study on what happens to workers whose jobs become obsolete.

T E S T

Occupational Exploration #29

INSTRUCTION:

Name three or more jobs that have been eliminated because of automation and briefly describe how this happened.

GUIDANCE LEARNING PACKET

Occupational Exploration #30

IDEA TO BE LEARNED.

Some jobs gradually fade out of the world as economic and social conditions change.

LEARNING OBJECTIVE.

You will be able to name three or more jobs that have faded away or are rapidly fading away because of economic or social changes.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape OE 509, side A, "Careers Unlimited."

2. READ OE 903 Job Hunting Youth Find It Rough.

3. READ "Advertiser" article OE 322. LIST occupations predicted for job market in 1980.

4. READ OE 306 "Scrying for the Seventies," in Beacon magazine, dated January 1970, page 34.

5. LOOK over OE 323 The U. S. Economy in 1980.

6. LOOK over OE 326 Occupational Employment Trends. Choose any of the booklets to help you reach your objective.

7. LOOK over OE 106 Occupational Outlook Handbook.

8. READ OE 2022 State Shortages In Professional and Technical Classes.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Select a particular job in existence today and predict its employment opportunities twenty-five years from now.

T E S T

Occupational Exploration #30

INSTRUCTION:

In today's rapidly changing world, you may find that some jobs that we have today might fade out of the world of work.

LIST three or more jobs that have faded out or are rapidly being faded out because of change.

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDANCE CONCEPTS IN EDUCATIONAL PLANNING

1.0 Knowledge about the school setting, its academic programs, extra-curricular activities, and student conduct rules by the students are necessary for effective educational choice, adjustment, and progress.

- 1.1 There are required subjects for promotion and for graduation.
- 1.2 Electives and extra-curricular activities may be selected according to individual interests and needs.
- 1.3 Differences exist between curricula (types of courses, skills needed, and goals for each curriculum.)
- 1.4 Differences in kinds of levels of abilities and skills exist in each curriculum alternative.
- 1.5 Personal, social, and vocational values are inherent in all subjects and activities in the curriculum.
- 1.6 There are expected and acceptable patterns of behavior in the school setting.

2.0 An accurate perception of self in the educational setting by the student is necessary for educational adjustment and progress.

- 2.1 Knowledge of abilities, limitations, achievements, interests, motivations, attitudes, and values are necessary for self-understanding.
- 2.2 The student identifies with the school and with a curriculum.

3.0 The ability of the student to relate self-knowledge to his educational setting and make decisions and plans are necessary for educational and personal development.

- 3.1 Curriculum and extra curricula choices are consistent with ability and interests.
- 3.2 Positive attitudes that maximum school achievement consistent with ability is important.
- 3.3 The student makes curriculum decisions, formulate educational plans, and acquire values which will enhance self esteem and acceptance by others.

4.0 The development of adaptive and adjustive behaviors enables the student to meet environmental demands and perform at an optimal level.

- 4.1 Acquiring competency in academic skills, ability to meet school conditions and demands and give sustained attention to tasks, and persistency of efforts will enable students to modify behavior patterns and perform optimally.
- 4.2 Congruence between the student's educational level aspiration, measured ability, and past achievement is desirable.

5.0 High school graduation is not an end in itself, but leads to new educational goals.

- 5.1 Follow through and completion of long-range educational plans are steps in realization of educational goals.
- 5.2 Selection of curriculum for higher education is consistent with measured ability, past achievement, interests, and motivation.

GUIDANCE LEARNING PACKET

Educational Planning #1

IDEA TO BE LEARNED.

There are key words in the vocabulary of educational planning.

LEARNING OBJECTIVE.

Given a list of ten educational vocabulary words, you will be able to select the correct definitions for at least five words.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. FIND and STUDY the definitions for at least ten of the words below that you are unsure of:

   Intelligence, prerequisite, ability, achievement, aptitude, reference, co-educational, degree, fraternity, sorority, elective course, professions, requirements, comprehension, credit, creative, culture, curriculum, emotions, primary, secondary, evaluation, field trip, flexible, guidance, individuality, psychology.

2. LOOK through any of the college catalogs and when you find any of the words that are listed above, COPY the sentence in which they appear.

3. READ a book in the library on origin of words. Write a description on one of the words above.

4. DO the crossword puzzle that goes with this packet. (Ask the teacher for the puzzle.)

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Find a book on the subject of semantics. This will give you a better understanding of words and language.

T E S T

Educational Planning #1

INSTRUCTION:

MATCH the words in the left column with the comments in the right column.

_____ psychology	a. men's organization in college
_____ culture	b. study of behavior
_____ curriculum	c. a requirement for a course
_____ prerequisite	d. a course of one's choice
_____ reference	e. comparable to a diploma
_____ elective course	f. women's organization in college
_____ degree	g. subjects offered in school
_____ fraternity	h. a source of information
_____ evaluation	i. description of a community
_____ sorority	j. a measurement

GUIDANCE LEARNING PACKET

Educational Planning # 2

IDEA TO BE LEARNED.

Standardized test results help students in course selections.

LEARNING OBJECTIVE.

You will be able to explain in a paragraph, how test results influenced your choice of a course.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip OE 402 "Choosing A Career."

2. In your self-appraisal folder, LIST your percentile test scores for SCAT, STEP, DAT and your grades in the related subjects for the last two years.

3. JUDGING BY YOUR STANDARDIZED TEST RESULTS, INDICATE on a sheet of paper whether you would take any of the following course offerings:

   Algebra 1 - 2, Biology, English, Wood Shop, Homemaking, French 1 - 2. CONSULT EP 249 "Kaimuki High School Program of Studies."

4. READ SA 233 Charting Your Job Future, pages 19 to 28.

5. LISTEN to tape EP 510 "How Do You Feel About Tests?"

6. WRITE a short story or play showing how a student is helped by someone on course selections.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Learn how men are selected to become officers in the armed forces.

T E S T

Educational Planning # 2

INSTRUCTIONS:

Standardized test results tell you something about your abilities, interests and achievement level in different areas. Wise use of these test results will minimize your frustrations and insure probable success.

LIST a tentative course selection and explain how a knowledge of your test results influenced your choice.

Course: _____

Explanation: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning # 3

IDEA TO BE LEARNED.

Having adequate information on academic preparations necessary for one's prospective vocation is an important guide in course selection.

LEARNING OBJECTIVE.

You will be able to name a prospective vocation of your choice and list the courses offered in high school that you should take.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY CHARTS in OE 245 Charts on Selected Careers.

2. READ SA 233 Charting Your Job Future.

3. Tentatively DECIDE on a vocation after looking over OE 281 Career Choice and Career Preparation. OBTAIN handbook from your district high school and plan your courses for three years.

4. LOOK over EP 214 School Subjects and Jobs.

5. READ and DO #1 on page 25 of OE 252 Planning Your Life's Work.

6. READ EP 296 School Subjects and Your Career.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Plan on buying a car--what do you need to think about?

T E S T

Educational Planning # 3

INSTRUCTION:

Academic preparation is an important factor in vocational planning. NAME a prospective vocation and LIST courses in high school that you should take to prepare yourself.

VOCATION - _____

COURSES - 1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

GUIDANCE LEARNING PACKET

Educational Planning # 4

IDEA TO BE LEARNED.

Certain courses are required of all students on a particular grade level in high school.

LEARNING OBJECTIVE.

You will be able to list all of the required courses for each grade in high school.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY EP 249 Kaimuki High School Program of Studies.

2. LISTEN to tape OE 503 with filmstrip OE 428 "Preparing for the World of Work."

3. READ EP 214 School Subjects and Jobs, pages 14 to 16.

4. READ EP 205 Planning My High School Program, chapter 6. USE Activity Sheet on page 66 as a model and chart your own plan.

5. WRITE a paragraph explaining why you feel that a particular course should not be required. Discuss this with the teacher.

6. PLAN A DEBATE with several classmates on the topic: "All subjects in high school should be electives."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

What are the required courses for all students at your local university?

T E S T

Educational Planning #4

INSTRUCTIONS:

A student must take certain courses in high school to meet graduation requirements. COMPLETE the blanks in the following statements with names of courses:

Two courses that are required of all students at each grade level in high school are _____ and _____. Tenth graders are also required to take _____. In addition, a student may be required to take one year of _____ and one year of _____ if he did not meet these requirements in the ninth grade.

GUIDANCE LEARNING PACKET

Educational Planning # 5

IDEA TO BE LEARNED.

There are many non-academic activities conducted by the high school.

LEARNING OBJECTIVE.

You will be able to list five or more non-academic school activities offered in high school.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape EP 502 with filmstrip EP 402 "Your Freshman Year at College."

2. VIEW filmstrip SA 408 "Discovering Interests and Abilities."

3. INTERVIEW a high school student to find out about the variety of non-academic (extra-curricula) activities available.

4. MAKE a tentative choice of 3 extra-curricula activities and explain how each can help you in preparation for a vocation.

5. OBTAIN handbook from your district high school. LIST non-academic activities offered. Can you add others you are interested in?

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Hobbies and non-academic activities sometimes lead to a vocation. What are the possibilities for you?

T E S T

Educational Planning # 5

INSTRUCTION:

There are many activities in high school that are considered "non-academic" and usually takes place outside the classroom.

LIST at least five non-academic school activities.

1. _____

2. _____

3. _____

4. _____

5. _____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning # 6

IDEA TO BE LEARNED.

Non-academic school activities provide satisfaction for personal interests and can also develop a student's skills and personality.

LEARNING OBJECTIVE.

You will be able to name and explain how two non-academic school activities can benefit you.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LIST all of the non-academic school activities in this school that you know about and discuss this list with a friend.

2. VIEW filmstrip SA 402 "What Are Your Problems."

3. NAME 3 non-academic school activities and tell how you expect these activities to be of help in different occupations.

4. READ SA 222 Enjoying Leisure Time.

5. READ SA 213 Discovering Your Real Interests.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Think about joining a special interest club or organize a club yourself.

T E S T

Educational Planning # 6

INSTRUCTIONS:

A person's education is not limited to the classroom. The high school offers many activities that are considered non-academic and benefit the students in some way.

LIST two non-academic school activities you might participate in and EXPLAIN how you might benefit from these activities.

Activities	Benefits
1. _____	1. _____
	_____
	_____
	_____
	_____
	_____
	_____
2. _____	2. _____
	_____
	_____
	_____
	_____
	_____
	_____

GUIDANCE LEARNING PACKET

Educational Planning #7

IDEA TO BE LEARNED.

A student should know his ability level in choosing a course in that subject.

LEARNING OBJECTIVE.

You will be able to name two advanced courses and describe in a paragraph why it is appropriate or inappropriate for your ability level.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. VIEW filmstrip SA 405 "You and Your Mental Abilities."

2. READ SA 104 Know Yourself, pages 29 to 34, and DO charts #10 and #11.

3. Judging from your standardized test scores and previous grades, RATE your chances for success in: higher math, advanced science, advanced foreign language. (good - satisfactory - poor)

4. TALK to one of your favorite teachers in school. DISCUSS your ability and achievement in that subject area.

5. READ items that interest you in SA 247 Course Selection Program for Eighth Grade Pupils.

6. READ OE 101 Occupations and Careers, pages 44 to 53.

7. THINK of your eighth grade year. If you were to register again, and if all courses were electives, what would you have chosen? LIST these courses and guess what your grades would have been.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Find out about a speed reading test. DO.

T E S T

Educational Planning # 7

INSTRUCTIONS:

NAME a course under each heading below and WRITE a paragraph under each explaining why it is appropriate or inappropriate for your ability level.

Appropriate Course:

Inappropriate Course:

GUIDANCE LEARNING PACKET

Educational Planning # 8

IDEA TO BE LEARNED.

Some subjects in school are often referred to as tryout or exploratory subjects.

LEARNING OBJECTIVE.

You will be able to list four or more subjects offered in the intermediate and high school that are classified as exploratory.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY the charts on pages 16 to 47 of EP 202 School Subjects and Jobs.

2. LEARN the meaning of the terms "tryout or exploratory subjects" by talking to the teacher.

3. READ all of page 6 and only the 1st paragraph of page 7 of EP 202 School Subjects and Jobs.

4. LISTEN to tape EP 516-A "Exploratory Courses."

5. LOOK through EP 249, pages B-1 through B-8, Kaimuki High School--Elective Courses.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Why should one take typing in school? Give reasons for your answer.

T E S T

Educational Planning # 8

INSTRUCTION:

Exploratory courses give a student a chance to get the "feel" of certain subject areas. LIST 4 or more exploratory courses offered in the intermediate school and the high school.

1. _____

2. _____

3. _____

4. _____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning # 9

IDEA TO BE LEARNED.

A student's performance in various exploratory courses can be used as a guide in deciding on future course choices.

LEARNING OBJECTIVE.

You will be able to list at least three exploratory courses taken in the past and write a brief statement as to whether you should continue to enroll in these courses.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape OE 506, side A, "Wish I'd known that . . ."

2. ASK your past exploratory subject teachers to evaluate your past performance and make predictions in the same area for you in the future.

3. LIST the advanced courses you plan to take in high school because of previous success in basic or exploratory courses. DISCUSS this list with the teacher.

4. READ SA 104 Know Yourself, pages 13 to 28, and pages 29 to 43.

5. LISTEN to tape EP 511 "Interests and Subjects."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Find out about adult education in the community.

T E S T

Educational Planning # 9

INSTRUCTIONS:

Exploratory courses are offered to give students a chance to explain and sample different fields of study. LIST 3 exploratory courses you have taken in the past. WRITE a brief statement as to whether you should continue to enroll in these courses.

Exploratory Courses:

1.

2.

3.

GUIDANCE LEARNING PACKET

Educational Planning #10

IDEA TO BE LEARNED.

Planning for high school is based on knowledge of the high school's program of studies.

LEARNING OBJECTIVE.

You will be able to plan your own high school program of studies.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. INTERVIEW a senior in your district high school. Plan your questions to cover activities as well as studies.

2. READ EP 209 High School Ahead. CHOOSE chapters that interest you.

3. READ EP 211 What Good Is High School? CHOOSE chapters that interest you.

4. READ chapters that interest you in EP 228 Looking Toward High School.

5. LOOK over EP 249 Kaimuki High School or EP 250 Kalani High School.

6. PRETEND that you are the registrar. Draw up a program of studies for a new student.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Plan a travel wardrobe for a trip to Alaska and one for Mexico.

T E S T

Educational Planning # 10

INSTRUCTION:

Good planning for high school means having an idea as to what courses you would like to take in the next three years. Plan for yourself a program of studies that covers the next three years.

Sophomore	Junior	Senior
English	English	English
Social Studies	Social Studies	Social Studies
P.E./Health		

GUIDANCE LEARNING PACKET

Educational Planning # 11

IDEA TO BE LEARNED.

Knowledge of high school graduation requirements is one factor to consider in selecting courses.

LEARNING OBJECTIVE.

You will be able to list all of the required courses throughout high school and state correctly, the total number of credits needed for graduation.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

YOU MUST DO ACTIVITIES 1 and 2:

1. STUDY the terms used in describing high school programs and courses on page 58 of EP 205 My Educational Plans. THEN, FIND OUT the graduation requirements for your high school by surveying the catalog.

2. ASK the teacher for the form "Requirements for High School Graduation" and fill in the credits for the required subjects.

3. PREPARE and DO a tentative four-year program similar to Activity Sheet No. 15 shown on page 66 of EP 205 My Educational Plans. ALSO, REVIEW the checklist covering steps 1 to 6 on pages 65 and 67 of EP 205.

4. LOOK over EP 249 Kaimuki High School or EP 250 Kalani High School.

5. LOOK over EP 228 Looking Toward High School. LOOK at the Table of Contents and READ chapters that interest you.

6. LISTEN to tape EP 516 "High School Graduation Requirements."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

What are the requirements for a driver's license?

T E S T

Educational Planning #11

INSTRUCTIONS:

Under each grade level, LIST the courses that are required--

Sophomore	Junior	Senior
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

In addition to the above courses, you will need to take <u>two</u> more courses if you did not meet these requirements in the 9th grade. These 2 courses are:

1. _____
2. _____

The total number of credits necessary for graduation is: _____ for a 3-year high school.

GUIDANCE LEARNING PACKET

Educational Planning #12

IDEA TO BE LEARNED.

Results of self-appraisal are important factors to consider in choosing elective courses for high school.

LEARNING OBJECTIVE.

You will be able to write an explanation of the relationships between your self-appraisal findings and three of your tentative course selections.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY your self-appraisal folder and bring it up to date.
2. DISCUSS the probable significance of your standardized test scores with your teacher or counselor.
3. MAKE a three-year projection of high school courses and determine whether your program is college prep or non-college.
4. READ EP 214 School Subjects and Jobs.
5. READ EP 228 Your Freshman Subjects, chapter 5.
6. DRAW a cartoon strip showing how a person looks at himself in choosing courses for high school.
7. LISTEN to tape EP 512 "Conversation with Myself."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

What must you consider before deciding to work part-time during the school year.

T E S T

Educational Planning # 12

INSTRUCTION:

List three of your tentative course selections for next year and explain how your self-appraisal findings influenced your choice.

Course Selections

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #13

IDEA TO BE LEARNED.

Past achievement in a subject area is a good means of predicting success in future courses.

LEARNING OBJECTIVE.

You will be able to write in a paragraph, a prediction as to your chances of doing well in a particular subject based on past performances.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY your self-appraisal folder.

2. LISTEN to tape OE 508, side A, "Careers Unlimited."

3. LIST courses in which you did well the past year. COMPARE grades received in previous years. Your counselor can help you obtain past records if you do not have your old report cards or if this information is not in your self-appraisal folder.

4. READ SA 242 Making the Most of School.

5. READ SA 246 Marks are Important, page 6.

6. LISTEN to tape EP 513 "Your Past Achievements or Failures."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Make a prediction as to which political party will be in power after the coming election and state your reasons for the prediction.

T E S T

Educational Planning #13

INSTRUCTION:

Based on a study of your past performance in a certain subject area, WRITE a short paragraph predicting your chances of success in future courses in this area.

GUIDANCE LEARNING PACKET

Educational Planning #14

IDEA TO BE LEARNED.

All students have a chance to choose a certain number of elective courses at each grade level in high school.

LEARNING OBJECTIVE.

You will be able to list five or more elective courses open to you as a sophomore in high school.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY EP 249 Kaimuki High School Program of Studies or EP 250 Kalani High School. COMPARE.

2. INTERVIEW your high school friends about the elective courses offered in their school.

3. READ EP 908 Classes Small at Seabury.

4. READ chapter 3 in EP 211 What Good Is High School?

5. READ EP 911 Pacific Prep Moves.

6. READ EP 910 Hawaii Prep Academy to Accept Girl Students.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Investigate how brand names promote sales.

T E S T

Educational Planning #14

INSTRUCTION:

LIST 5 or more elective courses open to you as a sophomore in high school.

Sophomore Elective Courses

1. _____

2. _____

3. _____

4. _____

5. _____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #15

IDEA TO BE LEARNED.

There are elective courses that require evidence of academic ability for enrollment.

LEARNING OBJECTIVE.

You will be able to name and list the requirements for an advanced elective course.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. STUDY EP 249 Kaimuki High School Program of Studies or EP 250 Kalani High School.

2. LOOK at your standardized test scores along with your previous grades and RATE your chances of taking courses in algebra 1 and 2, plain and solid geometry, chemistry, physiology, algebra 3 and 4.

3. DEFINE "pre-requisite." What are the pre-requisites for enrollment in your tentative choice of an advanced elective course.

4. READ EP 233 Planning Your High School Program, pages 6 to 17.

5. READ EP 205 Planning My High School Program, pages 58 to 67.

6. READ EP 280 Distributive Education In The High School, pages 13 to 23, and 45.

7. LISTEN to tape SA 506-A "Test Results and Course Selections."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Make a list of jobs for which an applicant must take a test to qualify. Do the same for jobs that do not require testing.

T E S T

Educational Planning #15

INSTRUCTIONS:

Some courses in high school will require that you show evidence of academic ability before you enroll.

LIST an advanced course in high school and the requirements you must meet before you can enroll.

Advanced Course: _____

Requirements: _____

_____

_____

_____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #17

IDEA TO BE LEARNED.

Evaluation of past performances in math classes, achievement tests, and plans after high school should serve as guides in choosing a class in math.

LEARNING OBJECTIVE.

You will be able to name a prospective math course and list your qualifications for that course after analyzing your past performances and test scores.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. (a) LIST the math courses and grades you received in 7th and 8th grade (use self-appraisal folder).

   (b) LOOK up your DAT scores for Numerical and Verbal Reasoning.

   (c) COMPARE grades and test scores with requirements for math courses in EP 249 Kaimuki High School Catalog.

2. SEE your math teacher for suggestions on what math course is suitable for you.

3. READ EP 221 General Electric's Answer to 3 Why's, pages 2, 3.

4. For help in deciding on a vocation requiring math, READ EP 207 Your Life's Work, page 91, page 93, and page 95.

5. STUDY CHART in EP 214 "School Subjects and Jobs," page 20. Look under the heading "Mathematics."

6. LOOK over chart on math from selections in OE 245, Charts on Selected Careers.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Learn to use the abacus.

T E S T

Educational Planning #17

INSTRUCTIONS:

Record your latest math grade, your 8th grade STEP math score, and a math course you would like to take next year. Discuss in writing your qualifications for taking this math course.

_____ - Latest math grade

_____ - 8th grade STEP math scores

_____ - Math course you would like to take in high school

DISCUSS in writing your qualifications: _____

_____

_____

_____

_____

_____

_____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #16

IDEA TO BE LEARNED.

There are elective courses in certain skills that require progression from a basic course to advanced courses.

LEARNING OBJECTIVE.

You will be able to name an advanced skills course and its prerequisite courses.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. INTERVIEW the typing teacher.

2. STUDY EP 249 Kaimuki High School Program of Studies and MAKE a list of courses with prerequisites.

3. OBTAIN a copy of your school's elective offerings, and LIST the courses for which satisfactory work in a basic course is required before a student can enroll in the advanced course.

4. INTERVIEW one of your industrial arts teachers about shop courses in high school.

5. LOOK at a college catalog (EP 258, 247 or 248) and find courses with prerequisites.

6. CONSTRUCT a chart showing the progression from basic or exploratory to advanced courses that you need to take in your own planning. Check this with the teacher.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

How are police dogs or seeing eye dogs trained?

T E S T

Educational Planning # 16

INSTRUCTION:

Some high school advanced courses require successful completion of certain basic courses before enrollment. LIST an advanced course and its prerequisite courses.

Advanced Course: _____ Prerequisite Course(s):

_____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #18

IDEA TO BE LEARNED.

Many jobs require specialized training.

LEARNING OBJECTIVE.

You will be able to name a vocation that requires specific educational background and list three or more of the educational requirements.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. SKIM through OE 201 Vocational Guidance Leaflets and STUDY the "Entry Qualifications" paragraphs for at least five vocations or occupations.

2. INVESTIGATE OE 202 Occupational Exploration Kit and look for education and training paragraphs in at least 5 occupational briefs. For example, see occupational brief number 400 covering "Foremen."

3. READ EP 271 College Women Seven Years After Graduation, pages 4 to 9.

4. LOOK through EP 207 High School Subjects Can Lead to Your Life's Work in West Virginia and notice the education requirements.

5. LISTEN to tape OE 506, side A, "Careers Unlimited."

6. READ EP 286 Miscellaneous Curriculum.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Discuss the topic: Which subject in school is the most useful?

T E S T

Educational Planning #18

INSTRUCTIONS:

Name a vocation that requires specific educational background and list three or more of these requirements.

GUIDANCE LEARNING PACKET

Educational Planning #19

IDEA TO BE LEARNED.

The level of education often determines the type of occupation that an individual may enter.

LEARNING OBJECTIVE.

Given a list of ten occupational titles, you will be able to list ten job titles and write the approximate educational level for each.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LOOK through want ads in the newspaper. CLIP and PASTE under three headings: less than high school education, high school, college. SHOW this to the teacher.
2. READ OE 104 Handbook of Job Facts.
3. READ OE 277, series of pamphlets that match jobs and education.
4. READ OE 101 Tomorrow's Jobs, pages 31 to 36.
5. READ EP 297 Education.
6. READ EP 298 People Get More Education.
7. LISTEN to tape EP 513 "World of Work is a Changing World."
8. LISTEN to tape EP 514 "Field and Level in Vocations."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

How are athletes in track selected from various schools in the state to compete in the state championship?

T E S T

Educational Planning #19

INSTRUCTION:

Select from the following list of educational levels, the one that you feel matches the job titles.

1. Elementary School
2. Intermediate School
3. High School
4. Community College
5. Apprenticeship Training
6. College
7. Graduate School

Job Titles	Approximate Educational Level
Teacher	
Carpenter	
Accountant	
Doctor	
Auto Mechanic	
Bus Driver	
Plumber	
Beautician	
Sales Clerk	
Secretary	

GUIDANCE LEARNING PACKET

Educational Planning #20

IDEA TO BE LEARNED.

The percentage of people who finish high school and college today is much more than it was a few years ago.

LEARNING OBJECTIVE.

You will be able to list two or more effects that have caused a demand for a higher level of education in various occupations.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. INTERVIEW as many working adults as you can and ASK about their jobs and educational levels.

2. READ EP 272 Education for a Changing World of Work, pages 2 - 3.

3. READ the two short articles "Stay in School" and "Dropouts" in EP 101 **Guidelines for Successful and Effective Living**, pages 40 - 41.

4. LISTEN to tape EP 503 with filmstrips EP 403, 404 "College Dropouts."

5. LISTEN to tape OE 509, side A, "Who Should Go to a Community College?"

6. VIEW filmstrips: EP 413 "How to Visit Colleges," EP 414 "Applications and Admissions," EP 442 "Kinds of Colleges," EP 423 "Why Go To College?"

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Construct a graph showing public school expenditures per pupil today as compared to ten years ago.

T E S T

Educational Planning #20

INSTRUCTION:

Describe two or more effects that have caused a demand for higher education.

GUIDANCE LEARNING PACKET

Educational Planning #21

IDEA TO BE LEARNED.

Certain jobs require apprenticeship training.

LEARNING OBJECTIVE.

You will be able to define the term apprenticeship training as it applies to specific jobs.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. FIND the definition of "apprenticeship" in the dictionary.

2. DO the steps outlined in OE 253 Planning Your Future, pages 36 - 37, to learn more about apprenticeships.

3. READ OE 314 Construction Industry Opportunities Through Apprentice Training.

4. VIEW filmstrip OE 418 "Apprenticeship."

5. LISTEN to tape OE 508, side B, "Careers Unlimited."

6. LISTEN to tape OE 510 "What's My Future."

7. LISTEN to tape OE 502 with filmstrip OE 427 "If You're Not Going to College."

8. READ OE 316, pamphlets on apprenticeships for painters, decorators, paperhangers.

9. READ OE 278 Occupations and Required Education, pages 75 - 89.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Compare athletics and jobs as to training programs.

T E S T

Educational Planning #21

INSTRUCTION:

Define the term "apprenticeship training" as it applies to jobs.

GUIDANCE LEARNING PACKET

Educational Planning #22

IDEA TO BE LEARNED.

There are several public and private institutions that offer training in various occupations that do not require a college education.

LEARNING OBJECTIVE.

You will be able to list five or more local non-college job preparation institutions.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LOOK through yellow pages of the telephone book and list 5 business schools and 5 non-business schools or institutes.

2. LISTEN to tape OE 501 with filmstrip OE 246 "If You're Not Going to College."

3. READ EP 234, directory on National Association of Trade and Technical Schools.

4. READ EP 223 1968 Directory of Business Schools.

5. READ EP 251 Occupational Training Opportunities in Hawaii.

6. VISIT one of the trade or technical schools--make arrangements through your teacher.

7. READ your own selections from OE 904 - 915.

8. READ EP 284 Electronics Institute of Hawaii.

9. READ OE 256, pamphlets on skilled jobs.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Make a list of famous people who did not attend college.

T E S T

Educational Planning #22

INSTRUCTION:

List five or more local non-college job preparation institutions.

1. _____

2. _____

3. _____

4. _____

5. _____

_____

_____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #23

IDEA TO BE LEARNED.

Some institutions of higher learning list foreign language as an admission requirement.

LEARNING OBJECTIVE.

You will be able to explain the local university's policy on foreign language as a requirement for admission and that of one other local institution of higher education.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. **STUDY** the catalogs of 3 colleges or universities (EP 258, EP 248, EP 247) and **determine** whether any of them require foreign language credits for admission.

2. STUDY chart in EP 214 School Subjects and Jobs. LOOK under heading "Foreign Languages," page 20. Determine what type of post-high school education you might need.

3. LOOK over chart on Foreign Language from selections in OE 245 Charts on Selective Careers.

4. MAKE A LIST of jobs that proficiency in a foreign language is either required or helpful. Discuss this list with the teacher.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Research the need for science in high school.

T E S T

Educational Planning #23

INSTRUCTION:

Foreign language requirements for admission to universities vary from school to school. Explain the language requirements for the University of Hawaii and one other local institution of higher learning.

	School	Requirements
1.	University of Hawaii	
2.		

GUIDANCE LEARNING PACKET

Educational Planning #24

IDEA TO BE LEARNED.

Some students study foreign language with a vocational purpose in mind.

LEARNING OBJECTIVE.

You will be able to list three vocations in which knowledge of a foreign language can be helpful and briefly describe its usefulness.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ OE 208 Occupations and Careers, pages 50 and 51.

2. STUDY chart in OE 245 Careers Related to Foreign Language.

3. LIST the vocations for which you believe a working knowledge of a foreign language or languages isuseful. Have the teacher check this list.

4. STUDY chart in EP 214 School Subjects and Jobs, page 20. LOOK under heading "Foreign Language."

5. READ EP 228 To Get To Know Other Peoples: Foreign Languages, page 19.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Research a "dead" language.

T E S T

Educational Planning #24

INSTRUCTION:

List three vocations in which a knowledge of a foreign language is helpful and explain why.

	Vocation	Why Helpful
1.	_____	_____
2.	_____	_____
3.	_____	_____

GUIDANCE LEARNING PACKET

Educational Planning #25

IDEA TO BE LEARNED.

There are several local institutions of higher education in addition to the University.

LEARNING OBJECTIVE.

You will be able to list 5 or more institutions of higher education in this state.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. DRAW a map of the state and mark the locations for every college and university. (Look in the yellow pages of the phone book.)
2. READ EP 909 Programs Unique at Church College of Hawaii.
3. READ EP 912 Hawaii Loa Moving.
4. READ EP 279 Honolulu Community College.
5. READ EP 275 Hawaii Pacific College.
6. READ EP 243 Hawaii Loa College.
7. INTERVIEW a counselor from a community college and find out what advantages there are in first enrolling at a junior college rather than at a four-year college.
8. LISTEN to tape EP 517 "After High School--What?"
9. READ EP 299 Get Ready and Go, pages 9 to 20.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Look through the bulletins (catalogs) of the University of Hawaii, Church College, and Chaminade College, and look for any differences in general entrance requirements, promotions, size, graduation requirements, etc.

T E S T

Educational Planning #25

INSTRUCTION:

List at least five institutions of higher education in this state.

GUIDANCE LEARNING PACKET

Educational Planning #26

IDEA TO BE LEARNED.

Post high school education expenses vary from school to school.

LEARNING OBJECTIVE.

You will be able to write two financial statements, one showing the approximate cost of attending a college, and the other, a non-college institution.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ EP 206 A Parents' Guide to College Planning, pages 46 to 47.

2. READ EP 227 Financing Further Education, pages 22 to 27.

3. READ EP 255 What Will I Do If I Can't Meet College Expenses, pages 116 to 117.

4. LISTEN to tape EP 504 with filmstrip EP 405 "Your Child and College."

5. READ EP 251 Occupational Training Opportunities in Hawaii.

6. READ EP 282 How to Finance Your Higher Education.

7. LOOK at EP 226 How to Get Into College and Stay There, page 56.

8. READ EP 240 Chronicle College Charts.

9. DO assignment on page 59 of OE 253 Planning Your Future.

10. VIEW filmstrip EP 415 "Choosing a College."

11. READ EP 299 Get Ready and Go, pages 1 to 15.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Make a chart showing your family's cost of living.

T E S T

Educational Planning #26

INSTRUCTIONS:

WRITE two financial statements showing the approximate costs of attending (a) a college and (b) a non-college institution. INCLUDE approximate costs for tuition, books, dormitory, etc.

a. College

b. non-college institution

GUIDANCE LEARNING PACKET

Educational Planning #27

IDEA TO BE LEARNED.

Financial aid to attend a post-high school institution may be secured from many sources.

LEARNING OBJECTIVE.

You will be able to list five or more sources that you can contact to request financial assistance to attend a post-high school institution.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ EP 203 Financial Aid For Higher Education, pages 3 to 15.

2. INVESTIGATE EP 204 Scholarship and Financial Aid for Advanced Training in Hawaii. Refer to Table of Contents for area you are interested in.

3. LISTEN to tape EP 509 with filmstrip EP 411 "Who Should Go To a Community College?"

4. LISTEN to tape EP 504 with filmstrip EP 405 "Your Child and College."

5. READ EP 283 Student Financial Aids.

6. READ EP 278 Student Aid Annual.

7. READ EP 276 Financial Aids.

8. VIEW filmstrip EP 412 "Financing Your Education."

9. LISTEN to tape EP 517 "Financing Post High School Education."

10. READ EP 299 Get Ready and Go, pages 1 to 15.

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Discuss with a friend the question: "Should students try to work their way through college?"

T E S T

Educational Planning #27

INSTRUCTION:

Today, lack of money should not stop a person from attending an institution of higher learning. There are many sources that you can contact to receive financial assistance.

LIST 5 or more sources:

1. _____
2. _____
3. _____
4. _____
5. _____

_____

_____

GUIDANCE LEARNING PACKET

Educational Planning #28

IDEA TO BE LEARNED.

Many factors should be considered before deciding on post-high school education.

LEARNING OBJECTIVE.

You will be able to state 3 factors which should be considered before deciding on post-high school education.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. LISTEN to tape EP 515-B "The Importance of the Decision."
2. READ EP 102 Plotting Your Course, pages 85 - 86.
3. READ OE 217 How to Get a Job, pages 11 - 14.
4. READ OE 209 Planning Your Job Future.
5. READ EP 212 Should You Go to College?
6. READ EP 232 Going to College?
7. VIEW filmstrip EP 423 "Why Go to College?"
8. LISTEN to tape EP 513 "Your Past Achievements and Failures."
9. VIEW filmstrip EP 411 "Who Should Go to a Community College?"
10. LISTEN to tape 515-B "The Importance of the Decision."
11. MAKE a learning packet for the purpose of planning to attend a mainland school. DO it in the same way as shown in this "Guidance Learning Packet."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

What things should you consider before going on a mountain hike?

T E S T

Educational Planning #28

INSTRUCTION:

In planning on post-high school education, a person has many things to think about. LIST at least 3 factors that are most important to you.

GUIDANCE LEARNING PACKET

Educational Planning #29

IDEA TO BE LEARNED.

Success in school depends on the individual's efforts.

LEARNING OBJECTIVE.

You will be able to explain in a paragraph how you can achieve success in school.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. READ EP 215 Getting Along in School.

2. READ EP 208 High School Ahead, pages 3 - 11.

3. READ OE 210 What High School Can Do for You, pages 3 - 13.

4. READ SA 238 Betting on Yourself.

5. MAKE AN OUTLINE of school rules that you think should be thrown out and state your reasons. Discuss this with your teacher.

6. VIEW any of the following filmstrips:

   SA 402 "What are Your Problems?"
   SA 404 "Why and How of Guidance"
   SA 406 "People and Me"
   SA 413 "Preparing for Daily Work"
   SA 411 "An Age of Change"
   SA 424 "What Good is School"

7. LISTEN to tape EP 515-A "Success and Pride in Your School."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

Think of a friend who doesn't seem to get along with others. What advice would you give him?

T E S T

Educational Planning #29

INSTRUCTION:

In order to do well in school, a person should, on his own, learn all about the school and take advantage of whatever is offered. EXPLAIN in a paragraph how you can become a successful person in school.

GUIDANCE LEARNING PACKET

Educational Planning #30

IDEA TO BE LEARNED.

Going to the mainland for post-high school education requires careful planning.

LEARNING OBJECTIVE.

You will be able to explain in writing at least 3 things that you need to consider in planning for an education on the mainland.

LEARNING ACTIVITIES. (The following activities are suggested as ways to achieve the objective. Ask the teacher for the test when you feel that you can do the objective.)

1. GLANCE through various mainland school catalogs (EP 240, EP 248, and EP 274). MAKE a chart showing the cost of attending a mainland school for the number of years that you will be there. List items such as, tuition, living expenses, etc. Discuss your chart with the teacher.

2. READ EP 237 The Next Five Years, pages 31 - 50.

3. READ EP 241 College and You, pages 11 - 12.

4. READ EP 236 How To Think About College.

5. READ SA 249 A Date With Your Future.

6. VIEW any of the following filmstrips:

   EP 407 "Wish I'd Known That Before I Went To College"
   EP 415 "Choosing A College"
   EP 421 "Earning Your Money"

7. LISTEN to tape EP 508 "Cooperative Way To A College Education."

QUEST SUGGESTION. (After you have passed the test, you may wish to do something else of your own choosing to explore this area further.)

If you were given $1,000 for a trip to Japan, how would you prepare for the trip?

T E S T

Educational Planning #30

INSTRUCTION:

EXPLAIN in writing three important things to consider if you were to plan for post-high school education on the mainland.

A P P E N D I X

(Summer 1971)

NAME_____
(Last Name, First Name)

Period_____

Date_____

COMPREHENSIVE GUIDANCE COURSE TEST

MATCH the following terms with its correct meaning:

_____ 1.	Autobiography	a. The story of your own life.
_____ 2.	Bibliography	b. A rank given by a college to a person who has completed a required course of study
_____ 3.	Biography	
_____ 4.	Degree	c. A list of books, articles, etc., about a subject.
		d. A story of a person's life, described by another.

_____ 5.	Ambition	a. Payment to a worker for injury or disease suffered on the job.
_____ 6.	Insubordination	b. Strong desire to succeed or reach a goal.
_____ 7.	Self-confidence	c. Belief in your own ability to do things.
_____ 8.	Social Security	d. Disobedient; not doing as directed.
_____ 9.	Workmen's Compensation	e. Federal government's system of old age unemployment or disability insurance.

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

_____ 10.	Hobby	a. Any form of play, amusement, or relaxation, such as games, sports, hobbies, etc.
_____ 11.	Interest	
_____ 12.	Leisure	b. Free unoccupied time during which a person may play or rest, etc.; spare time.
_____ 13.	Recreation	
_____ 14.	Vocation	c. Something a person does as his occupation or duty.
_____ 15.	Work	
		d. Something that a person likes to do or study during his spare time.
		e. The liking one may have for a particular kind of activity or experience.
		f. Any trade, profession or occupation; a person's work.

_____ 16.	Emotion	a. Making excuses that are not true.
_____ 17.	Frustration	b. Willingness to put up with the different beliefs and opinions of others.
_____ 18.	Maladjustment	
_____ 19.	Rationalization	c. Not happy or satisfied with one's environment such as family, school, etc.
_____ 20.	Temperament	
_____ 21.	Tolerance	d. Having a strong feeling such as joy, anger, grief.
		e. Not being able to do or get something that you want.
		f. How a person usually thinks and acts.

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

_____ 22. Ability
_____ 23. Apprentice
_____ 24. Aptitude
_____ 25. Avocation
_____ 26. Craftsman
_____ 27. Goal
_____ 28. Skill
_____ 29. Self Appraisal
_____ 30. Versatile
_____ 31. Achievement

a. A person's hobby; work largely done for pleasure
b. An inborn talent for doing a particular task well.
c. Having ability to do several things well.
d. To study oneself.
e. The power to do something physical or mental.
f. A person learning a trade by working with a journeyman.
g. An object or end that a person tries to reach; aim; objective.
h. A skilled workman; an artisan.
i. Great ability or proficiency; expertness.
j. What a person has done.

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

MARK the best answer to complete the statements:

32. In choosing high school courses, one should consider the subjects that are

_____ a. best suited to his interests and abilities
_____ b. the most difficult
_____ c. the easiest
_____ d. those taken by his close friends

33. A person planning on attending college should study its entrance requirements before his senior year in order to

_____ a. graduate from high school
_____ b. take the subjects he needs for college studies
_____ c. please his parents
_____ d. prepare for the entrance exams

34. One of the subjects in social science is

_____ a. chemistry
_____ b. biology
_____ c. economics
_____ d. typing

35. A grant of money given to a college student is called

_____ a. tuition
_____ b. an endowment
_____ c. a scholarship
_____ d. a fee

36. Intelligence and achievement tests are most useful in predicting success in

_____ a. basic school subjects
_____ b. athletics
_____ c. mechanics
_____ d. art

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

37. Education ends when one

_____ a. completes a high school course
_____ b. completes a college course
_____ c. stops learning
_____ d. no longer attends day school or evening courses

38. An elective subject is a subject that

_____ a. may be chosen, but is not required
_____ b. must be taken by all students before their senior year
_____ c. allows only half a credit
_____ d. includes only courses in physical education, dramatics, and music

39. An intelligence test is designed to

_____ a. show the mental age or mental capacity of a person
_____ b. measure a person's interests
_____ c. measure a person's mechanical knowledge
_____ d. measure a person's progress in school subjects

40. By the piece-work plan the workman is paid

_____ a. by the year
_____ b. by the week or month
_____ c. according to time spent in doing the work
_____ d. for the amount of work done

41. Reliability is shown when a person

_____ a. gives up pleasure to help another
_____ b. can make exact change quickly
_____ c. can be depended upon to do a job
_____ d. promises to help another when in need

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

42. When a new machine is invented, it frequently throws many workers out of jobs. This is called

_____ a. technological unemployment
_____ b. the dole system
_____ c. the law of diminishing returns
_____ d. unemployment compensation

43. Vocational success is heavily dependent upon

_____ a. having a related hobby
_____ b. knowing the "right people"
_____ c. right attitudes
_____ d. having a pleasant personality

44. One of the chief causes of failure on the job is

_____ a. being physically unable to do the work
_____ b. not having enough education
_____ c. not being able to get along with others
_____ d. being too young or too old

45. There is no one hobby suitable for everyone due to the fact that individuals have

_____ a. different needs
_____ b. different interests
_____ c. different desires
_____ d. a, b, and c are all correct

46. It is advantageous to choose a hobby that

_____ a. will carry over into adult life
_____ b. will give one joy and happiness
_____ c. bring self-improvement
_____ d. a, b, and c are all correct

47. The word "character" best matches

_____ a. personality
_____ b. attitude
_____ c. physical appearance
_____ d. all of the above

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

48. The word "**percentile**" best matches

_____ a. interest inventory
_____ b. rank on a hundred point scale in whatever is measured
_____ c. averages

49. The word "**norm**" best matches

_____ a. natural talent
_____ b. normal
_____ c. averages

50. In planning your career, one of the important things you should do is to

_____ a. consider pay and prestige
_____ b. visit a private employment agency
_____ c. discover your strengths and weaknesses
_____ d. seek the advice of an astrologist

51. Success in life is dependent to a large extent upon

_____ a. the intelligent choice of a career
_____ b. scoring high on aptitude tests
_____ c. making the honor roll in high school
_____ d. securing a college education

52. A "novice" is

_____ a. an expert
_____ b. a beginner
_____ c. a comical person
_____ d. one who writes novels

53. A "**white-collar job**" usually means

_____ a. hospital work
_____ b. laundry work
_____ c. collar sewing in a shirt factory
_____ d. employment in office or indoor work

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

54. The <u>Dictionary of Occupational Titles</u>

_____ a. lists jobs in which students may be successful
_____ b. tells how to find jobs
_____ c. lists all the places where jobs may be found
_____ d. tells the kinds of work done in several thousand different occupations

55. A test which measures your academic or scholastic aptitude is called

_____ a. a scholarship test
_____ b. a reading test
_____ c. an intelligence test
_____ d. an occupational interest indicator

_____
(Student's Name)

COMPREHENSIVE GUIDANCE COURSE TEST

CIRCLE True or False:

T F 56. Graduation from college guarantees a person success in life.

T F 57. All high school students should be required to take the same subjects.

T F 58. It is possible to have a high I.Q. and at the same time be seriously maladjusted.

T F 59. Achievement tests measure how much a person has learned.

T F 60. An intelligence test is a test of how fast a person can read.

T F 61. A vocational aptitude test measures the amount of interest one has in a vocation.

T F 62. A person's surroundings may have much influence upon his choice of a career.

T F 63. An aptitude may be explained simply as something in which a person has natural ability.

T F 64. Vocational guidance now is of little value since occupations are constantly changing.

T F 65. Success on the job often depends upon wanting to do the work well, along with having the ability to do the work.

T F 66. It is wise for a person to prepare himself for a family of occupations rather than for a single specific occupation.

T F 67. "Blue collar" jobs mean all jobs that require mechanical work.

T F 68. The term "Standard of Living" means most people earn over fifty dollars a week.

T F 69. The job you finally choose will have all good points because it is what you want.

(Summer 1971)

COMPREHENSIVE GUIDANCE COURSE TEST

MATCH the following terms with its correct meaning:

a	1.	Autobiography	1. SA3
c	2.	Bibliography	2. EP3, EP26, OE4
d	3.	Biography	3. SA3, SA10, SA27
b	4.	Degree	4. EP10, EP11, EP20

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b	5.	Ambition	5. EP12, EP13, EP20, EP22, EP25, EP28
d	6.	Insubordination	6. EP29
c	7.	Self-confidence	7. EP29, SA24
e	8.	Social Security	8. SA8
a	9.	Workmen's Compensation	9. SA8

d	10.	Hobby	10. SA5, SA6, SA7, SA19, SA20, EP5
e	11.	Interest	11. SA5, SA6, SA7, SA19, SA20, SA21, EP12, OE2
b	12.	Leisure	12. SA19, SA20, SA22
a	13.	Recreation	13. SA5, SA6, EP6
f	14.	Vocation	14. SA8, SA22, SA23
c	15.	Work	15. EP18, EP20, EP21, OE6, OE8, OE9, OE17, OE18, OE19, OE20, OE21, OE22, OE27, OE28, OE29, OE30, SA28

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d	16.	Emotion	16. SA7, SA30
e	17.	Frustration	17. SA30, SA8, EP12
c	18.	Maladjustment	18. SA30, OE18, OE19, OE16, OE17
a	19.	Rationalization	19. SA30
f	20.	Temperament	20. SA30
b	21.	Tolerance	21. SA27, SA28, SA30

e	22.	Ability	22. SA7, SA9, SA10, SA11, SA14, SA15, EP7
f	23.	Apprentice	23. EP21
b	24.	Aptitude	24. SA11, SA15, SA24, SA25, SA26, EP3
a	25.	Avocation	25. SA5, SA19, SA20
h	26.	Craftsman	26. EP18, EP21, EP6, EP7, EP8
g	27.	Goal	27. EP10, SA8, EP28
i	28.	Skill	28. EP21, OE7, OE8, OE12, OE18
d	29.	Self Appraisal	29. SA1, SA2, SA7
c	30.	Versatile	30. SA7, SA15, SA24
j	31.	Achievement	31. SA9, SA10, SA11, SA12, SA15

COMPREHENSIVE GUIDANCE COURSE TEST

MARK the best answer to complete the statements:

32. In choosing high school courses, one should consider the subjects that are

__X__ a. SA7, SA9, SA10, SA11, SA19, SA20, SA21, EP2, EP3, EP7, EP8, EP11, EP13

33. A person planning on attending college should study its entrance requirements before his senior year in order to

__X__ b. EP14, EP15, EP16, EP23

34. One of the subjects in social science is

__X__ c. EP10, EP11

35. A grant of money given to a college student is called

__X__ c. EP26, EP27

36. Intelligence and achievement tests are most useful in predicting success in

__X__ a. SA11, SA12, SA13, SA15, EP7

37. Education ends when one

__X__ c. EP19, EP20, EP22, EP25

38. An elective subject is a subject that

__X__ a. EP4, EP8, EP9, EP10, EP14

39. An intelligence test is designed to

__X__ a. SA11, SA12, SA13, SA1

40. By the piece-work plan the workman is paid

__X__ d. OE9, OE11

41. Reliability is shown when a person

__X__ c. OE18, OE19, SA17

42. When a new machine is invented it frequently throws many workers out of jobs. This is called

__X__ a. OE25, OE27, OE28, OE29, OE30

43. Vocational success is heavily dependent upon

__X__ c. OE17, OE18

44. One of the chief causes of failure on the job is

__X__ c. OE18

45. There is no one hobby suitable for everyone due to the fact that individuals have

__X__ d. SA27, SA28, SA29, SA30

46. It is advantageous to choose a hobby that

__X__ d. SA20, OE10, OE11

47. The word "character" best matches

__X__ b. SA30, OE17, OE18

48. The word "percentile" best matches

__X__ b. SA13, SA11

49. The word "norm" best matches

__X__ c. SA11, SA12, SA13

50. In planning your career, one of the important things you shculd do is to

__X__ c. SA30, EP12, OE1

51. Success in life is dependent to a large extent upon

__X__ a. SA8, EP19, OE4

52. A "novice" is

__X__ b. EP21, EP18

53. A "white-collar job" usually means

__X__ d. OE7, OE8, OE14

54. The "Dictionary of Occupational Titles"

__X__ d. OE14

55. A test which measures your academic or scholastic aptitude is called

__X__ c. SA11, SA12

COMPREHENSIVE GUIDANCE COURSE TEST

CIRCLE True or False:

F 56. OE12

F 57. EP9, EP10, EP11, EP12, EP13, EP14, EP15

T 58. SA15, SA28, SA30

T 59. SA11, SA15, SA16

F 60. SA11, SA13

T 61. SA11, SA24

T 62. SA8, EP28

T 63. SA24, SA25, SA11

F 64. OE4, OE27, OE28

T 65. OE14, OE18, OE19, OE20

T 66. EP18, OE6, OE7, OE8, OE13

F 67. OE6, OE7, OE8

F 68. OE25, OE26, OE30

F 69. OE5

SUGGESTIONS
for
SMALL GROUP DISCUSSION

"Students talk about everything except the subject" is the usual comment by teachers who try to have small group discussions in the classroom. Another comment frequently heard is "Trying to get students to speak is like pulling teeth." The above two remarks often uttered by teachers in despair describe two opposite situations involving "discussions." Yet, the two situations are caused by similar circumstances. Consider the following factors which may help towards more effective small group discussions:

1. Having Something Interesting to Talk About

   The reason that discussion group may bog down or get out of hand is not that students don't have anything to say. In fact, they have a lot to say, but if the topic is of no interest and relevance to them, they would either refrain from speaking or talk about other things. The teacher could create an interest by relating the topic to students' experience; it could refer to a minor aspect of the topic, but then students may feel involved. Sometimes the discussion could be started with a question that will jolt them out of their lethargy or apparent disinterest. The how and the kinds of questions asked are important factors to consider.

2. Knowing the "how" of Holding Discussions

   Many a time small discussion groups break down because of the students' lack of knowledge in conducting themselves in small group discussions.

Instructing students to get into groups and to discuss the topic may not be sufficient for many of them. Perhaps, at the beginning, students need to have a more structured type of lesson in holding discussions. They need to understand (or at least review) their roles in the small groups. (The teacher may be in jeopardy if he assumes that they already know this.) This process of effective participation in small groups may take a long time for certain students. A printed material on their roles (see "Roles and Responsibilities") may be needed and referred to occasionally.

3. Group Make-Up

At the beginning the teacher will not know his students and will assign students to groups by some method or another. However, as the teacher learns more about his students, he will begin to see leaders, potential leaders, followers, goof-offs, and which students can't get along with others. Students can be cruel to each other and will shun someone in a group they don't like. Teachers must look for clues such as this and take the initiative to place students accordingly.

There are various kinds of groups that the teacher should experiment with:

a. Same sex
b. Mixture of boys and girls
c. Students' own choice of groups
d. Students' choice of groups according to topics interested in
e. Teacher-assigned groups
f. Shy ones together; talkative ones together

Reminder: Only 5 to 8 students in a group; 8 is absolute maximum.

SUGGESTIONS FOR SMALL GROUP DISCUSSION--continued

4. Explaining Directions and Instructions

It is important that the teacher gives clear explanations before having the students go into small groups. The purpose of the groups, the length of time allowed for the discussion, and what should be accomplished should be clearly understood by students.

5. Preparing Guidelines

Until the students are experienced in holding effective group discussions, it might be well if the teacher provided the groups with guide questions. In fact, many students need these guidelines in order to conduct themselves properly. The students may also be instructed that they could add to the guide questions, if feasible. The teacher should be going from group to group in case help is needed for clarification, explanation or even to help get a group started.

6. Locating and Formation of Groups

It is better to form circles than to sit in a rectangular position to assure that everyone can face each other and for fuller participation. The various groups should be a reasonable distance apart to prevent interruptions and disturbance.

7. Social Courtesies

Students often need to be reminded that in effective human relationship, they must be courteous and open-minded no matter how much they disagree or dislike another. This is not to be construed that they must accept the opinions of others, but they should respect their right to voice them. They must try to understand the frame of reference for other attitudes, feelings,

values, and opinions. Also, students must be willing to change their opinions, decisions, and judgment in the light of reliable and valid evidence.

8. Evaluating Group Discussions and Participants

Every once in a while it would be a good idea for students to evaluate each other as participants in a group. Some questions to be considered for such a task are:

a. How effectively did we work?
b. Did we accomplish what we set out to do? Why or why not?
c. Was the leader a good leader?
d. Did all members of the group participate?
e. Did the teacher help when help was needed?
f. See "Group Evaluation Form."

ROLES AND RESPONSIBILITIES

of

SMALL GROUP DISCUSSION PARTICIPANTS

Leader

1. Introduces the problem, topic, etc., and the purpose of the group.

2. Keeps discussion moving:

   a. Keeps discussion to the point;
   b. Makes sure that all important issues are considered;
   c. Requests contributions from non-participants in a tactful manner;
   d. If discussion goes astray, brings it back to the point;
   e. Defines whatever is misunderstood;
   f. Reviews and summarizes points discussed at intervals;
   g. Sees that group proceeds logically towards a conclusion;
   h. Stifles heated arguments.

3. Brings discussion to a close:

   a. Summarizes;
   b. Outlines the main issues, major contributions, any problems requiring further study;
   c. If no conclusion, presents all possibilities clearly;
   d. If group decides on action, takes appropriate steps so that recommended action may be carried out.

Qualities of a Leader

1. Needs to be a good listener.

2. Needs to be impartial.

3. Needs to have self-control.

4. Needs to be persistent.

ROLES AND RESPONSIBILITIES OF SMALL GROUP DISCUSSION PARTICIPANTS--continued

Active Participants

1. Listens carefully to others.
2. Shares his views and ideas with others.
3. Keeps to the point.
4. Is prepared for discussion.
5. Does not monopolize the discussion.
6. Raises questions when in doubt.

Recorder

1. Takes clear and good notes.
2. Reviews and reads notes in case of disagreements or doubts.
3. Helps leader to summarize at the end of the discussion.
4. May evaluate discussion group (See "Group Work Evaluation Form").

G R O U P W O R K E V A L U A T I O N F O R M

INSTRUCTIONS: This form should be completed by the recorder. WRITE your summary below and on the back. (Record what is being said rather than who said it.)

DATE:_____ CLASS:_____

Recorder for the group is _____

Leader of the group is _____

Name of the Topic being discussed _____

_____

Names of the students in your group:

_____ _____ _____

_____ _____ _____

_____ _____ _____

List three good features which describe your group's performance today.

1. _____

2. _____

3. _____

List three poor features which describe your group's performance today.

1. _____

2. _____

3. _____

Rate your group's performance today. (Circle one of the following)

Very Good Good Just Fair Poor Very Poor

SUGGESTIONS FOR SMALL DISCUSSION GROUP LESSONS
on
SUBJECT OF HUMAN NEEDS
(Refer to form--"Satisfying Human Needs")

The following small discussion group activities are based on the form "Satisfying Human Needs" (see form that follows). The below listed activities are some activities which may help to arouse interest and offer relevant topics for discussion.

1. Pass out the form without the needs identified and have students fill in the needs. Have a class discussion of the list, writing the needs of each item on the board to see how many agreed and disagreed or identified different needs. Then have small groups assigned to certain items and choose the best student-identified need and list their reasons for the choices.

2. Pass out the form and, as a class, identify needs. Form groups, each group taking items identified under one particular need. The purpose of the group is to see whether other needs can be identified for the items and the reasons for such identification.

3. State to class "Going steady is a destructive experience!" or ask "Is smoking marijuana a destructive experience?" Divide into small groups (same sex) and have each group take an affirmative or negative stand to teacher's statement or question. Or, have mixed groups (boys and girls) discuss the teacher's declaration or question.

4. Assign several items of the form to the various groups and ask each group to give reasons for the situations (items of the form) or have students select groups according to the situations.

5. Have students select one of the items and make up a story. Be sure to tell students that the stories will be shared the next day. Have students' para-

SUGGESTIONS FOR SMALL DISCUSSION GROUP LESSONS ON SUBJECT OF HUMAN NEEDS--continued

graphs or stories printed and each group assigned to several. Have the groups identify the needs as implied by the stories.

6. Have students research item of their choice as to the why of each and later form groups for sharing of information and questions.

7. Students in small groups could identify the items under constructive and destructive experiences and their reasons. Or, have boy-groups identify the experiences that may be destructive and girls identify the experiences which they consider may be constructive. Then, form mixed groups (boys and girls) for comparison and debate.

8. Give each group a need and have the group identify other experiences (like the items of the form) that would be caused by the particular group-assigned need.

S A T I S F Y I N G H U M A N N E E D S

DIRECTIONS: Many things we do satisfy several of our human needs at the same time. In the blanks below, IDENTIFY whether the needs are for SECURITY, for RECOGNITION, for LOVE, or for NEW EXPERIENCES.

1. Starting a Savings Account _____
2. Joining clubs or organizations _____
3. Skipping school _____
4. Having temper tantrums _____
5. Going to the movies _____
6. Gossiping _____
7. Seeking new friends _____
8. Training for a job _____
9. Being a "big shot" _____
10. Helping charity drives _____
11. Drinking heavily in adolescence _____
12. Reading love stories _____
13. Trying to be the life of the party _____
14. Going steady _____
15. Academic achievement _____
16. Copying Guidance Learning Packet answers _____
17. Smoking Marijuana _____
18. Submitting to a dare _____

SATISFYING HUMAN NEEDS--continued

19. LIST the numbers of the above experiences which could be <u>constructive</u> to the individual involved below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

20. LIST the numbers of the above experiences which could be <u>destructive</u> to the individual involved below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MY RECORD OF WORK DONE IN THIS GUIDANCE CLASS

Name: _____

Period: _____

Worked through Learning Packets:

SA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Grade																														

OE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Grade																														

EP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Grade																														

Participated in discussion groups:

Date:	Topic:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Earned Grades on other tests:

Date:	Grade:	Test on:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Played Career Games:

	1st Career choice	2nd Career choice	3rd Career choice
	_____	_____	_____
	_____	_____	_____
Score:	_____	_____	_____

Did Research Project: _____

Career selected: _____

Date Complete: _____

Grade earned: _____

Subject:_____
Date:_____

To Students:

According to the school policy, the purpose of the progress report (report card) is to give you an idea of your development in relation to what you are capable of doing in a particular subject. The PASS/FAIL rating will be used this year; however, you will have the opportunity to choose either the Pass/Fail rating or the regular letter-grade (A,B,C,D,F) rating. You will be rated according to your decision, with your parents' approval.

_____
Teacher

----------DETACH----------

I select: (Please check one below)

_____Pass/Fail

_____Letter-grade (A,B,C,D,F)

_____
Student's Signature

As parent/guardian of the above named student, I agree with (his, her) decision.

_____
Parent's Signature-Date

END

DEPT.OF HEALTH
EDUCATION AND
WELFARE

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